

# **SOCIAL SCIENCE I**

## **Part -1**

### **Standard IX**



**Government of Kerala  
Department of General Education**

**State Council of Educational Research and Training (SCERT) Kerala**

**2024**

## THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he  
Bharatha-bhagya-vidhata  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga  
Tava subha name jage,  
Tava subha asisa mage,  
Gahe tava jaya gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharatha-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

## PLEDGE

India is my country. All Indians are my brothers and sisters.  
I love my country, and I am proud of its rich and varied heritage.  
I shall always strive to be worthy of it.  
I shall give respect to my parents, teachers, and all elders, and  
treat everyone with courtesy.  
To my country and my people, I pledge my devotion. In their  
well-being and prosperity alone lies my happiness.

## SOCIAL SCIENCE I

9

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Dear Students,

We must be able to understand the contemporary society and lead a responsible civic life by making effective interventions. The Study of Social Science helps us in this. The book begins from the period when the basic characteristics of human life were formed in the Stone Age. Following this, there is a discussion on ideologies and early states, and the history of state formation in India. The background of the emergence of Jainism and Buddhism and the relationship between state formation and material development are also explained. The chapter on 'Land Grant and Indian Society' unveils the history of the formation of feudal system in India through the process of land grant. The book also explains the distribution of power in the Indian Constitution and the demographic trends in India. Chapters are designed in such a way that knowledge is constructed by familiarising, analysing and interpreting related source materials. There is provision for utilising possibilities of science and technology in learning. The book aims at inculcating democratic and secular values along with scientific and pluralistic outlook in the students.

With love and regards,

**Dr. Jayaprakash R. K.**

Director  
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**Some symbols are used in this book  
for ease of study**



For additional reading - not for assessment



Note taking



Learning activity



Collage making



Assessment Questions



Placard making



Extended Activities



Let's discuss

# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a **<sup>1</sup>[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the **<sup>2</sup>[unity and integrity of the Nation]**:

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

- 
1. Subs. by the Constitution (**Forty-second Amendment**) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
  2. Subs. by the Constitution (**Forty-second Amendment**) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

# 1

# MOVING FORWARD FROM THE STONE AGE

We saw in our last letter that the chief difference between man and the other animals was the intelligence of man. This intelligence made him clever and stronger than enormous wild animals who would otherwise have destroyed him... The primitive humans had no special weapons to fight

his enemies. He could only throw stones at them. Then he began to make out of stone: axes, spears and many other things, including fine stone needles. We saw many of these stone weapons in the South Kensington (London) Museum and also in the museum in Geneva.

This excerpt is taken from Jawaharlal Nehru's 'Letters from a Father to his Daughter.' This letter refers to the life of primitive humans.

What does he say about the kind of tools that were used by humans to protect themselves from wild animals?

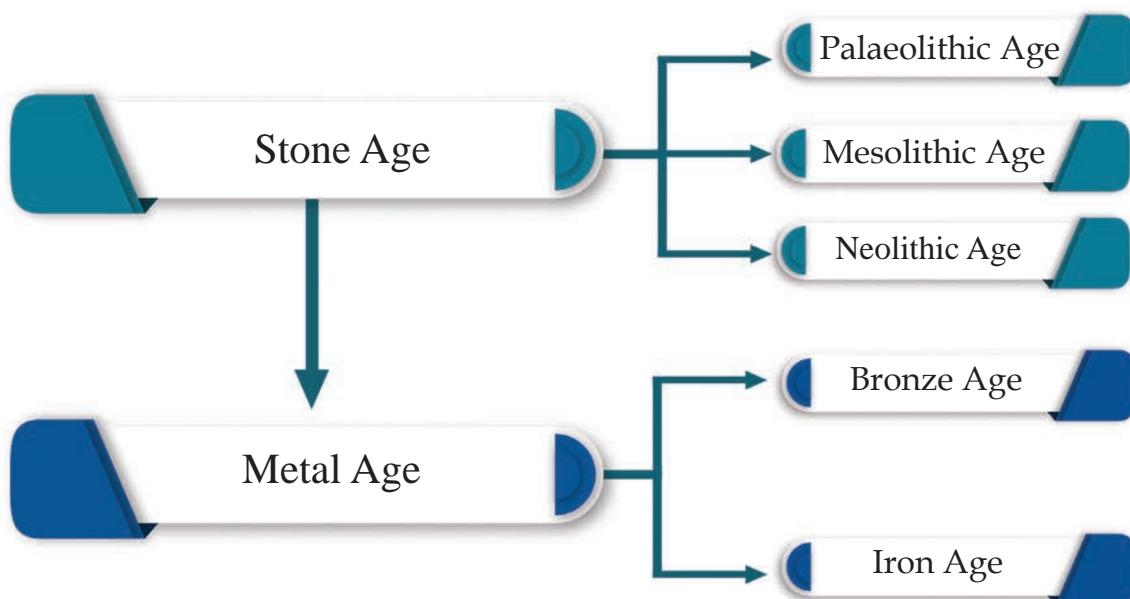
- Stone axe
- 
-

What could be the purposes for which humans in that period used such tools?

- For protecting themselves from animals
- For hunting
- 

The tools developed for the above mentioned purposes were made of stone in the beginning. Later, stone was replaced by metal.

Archaeologists divide human history into different stages on the basis of the materials used for making tools.



## Stone Age

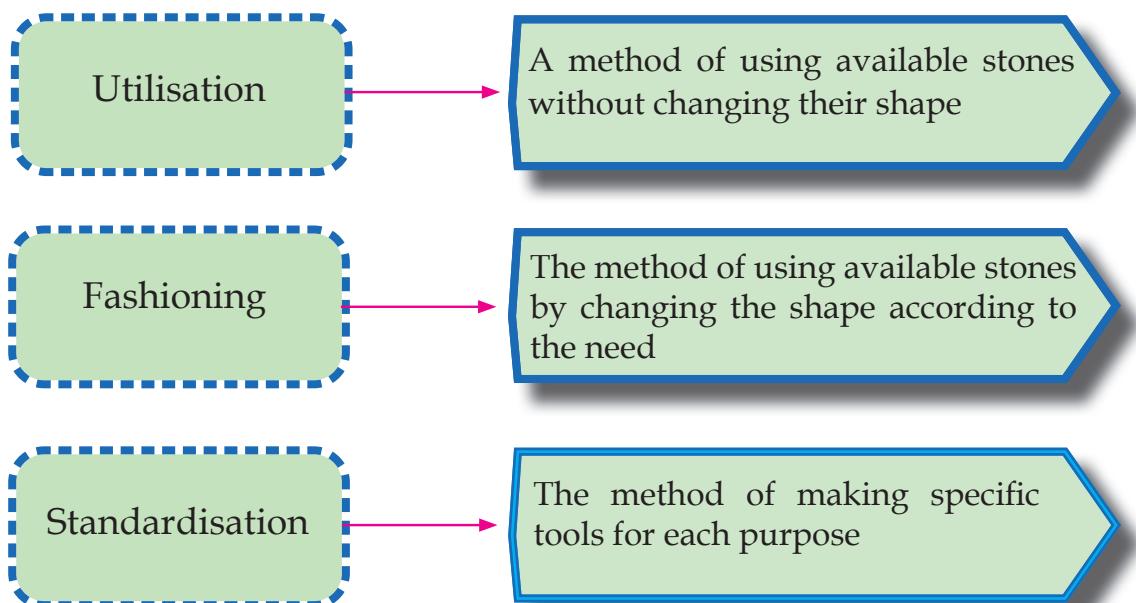
Have you ever thought why the first phase of human history was called the Stone Age? Humans used stones to make tools and weapons during that period. So, historians describe this phase as Stone Age. Based on the method used to make stone tools, the stone age is divided into three: Palaeolithic, Mesolithic and Neolithic.

Let's look at the features of each of these.

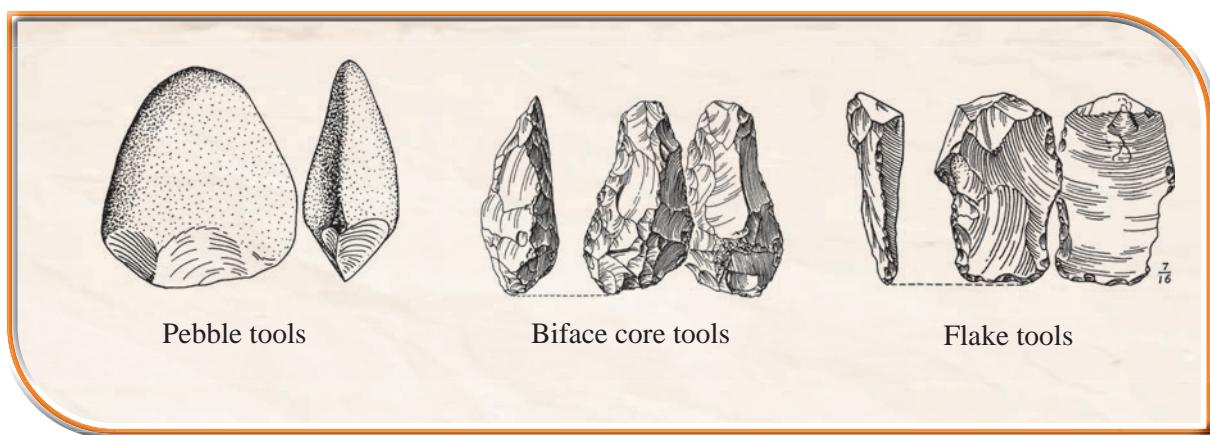
## Palaeolithic Age

The characteristic feature of the Palaeolithic age is the use of rough (unpolished) stone tools. The term 'Palaeolithic' is derived from two Greek words 'palaeos' (old) and 'lithos' (stone).

The making of tools is related to the means of subsistence of primitive humans. Archaeologists point out that there were three main stages in the use of tools. They are given below.

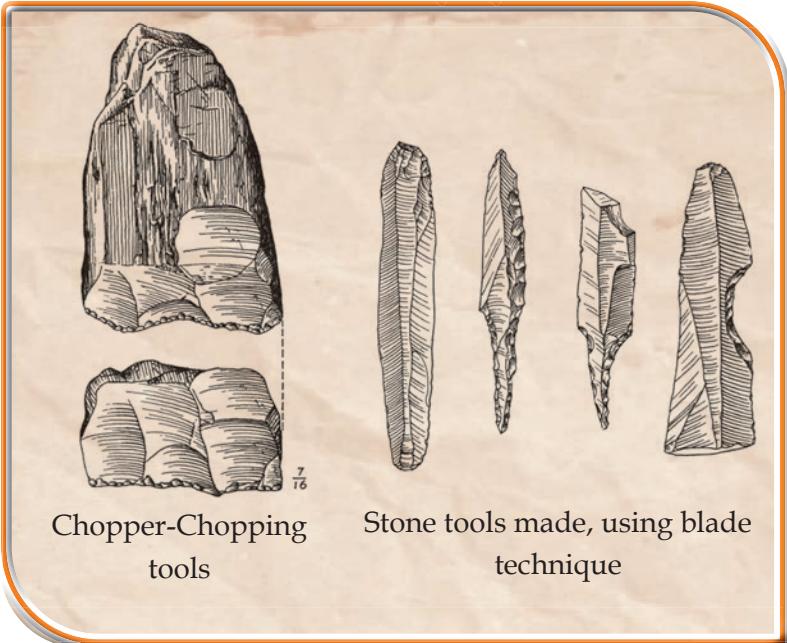
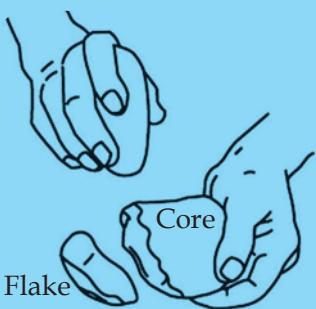


The pictures given below are the different tools used by primitive humans during different phases of Palaeolithic Age. Observe them and list out the features of these tools.

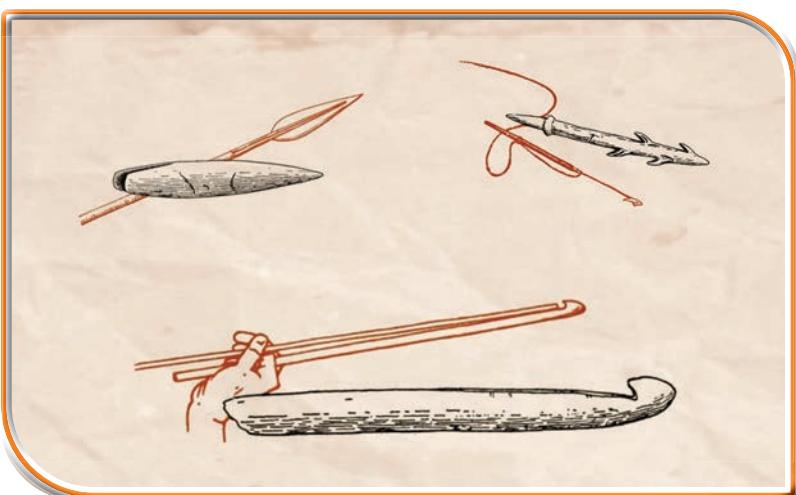


## Core and Flakes

When a piece of stone is broken into two or more pieces, the largest piece is called the core and the smaller pieces are called flakes. Those made of core stones are called core tools and those made of stone flakes are called flake tools.



Towards the end of the Palaeolithic period, humans used tools made of bones in addition to stone tools. Observe the pictures given below.



Do the tools in the picture resemble any tool that you are familiar with? If yes, which are they?

- 
- 
-



Conduct a discussion on the topic 'Tool making and Technological Development during the Palaeolithic Period.'



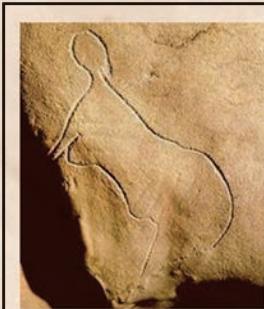
Chauvet, France



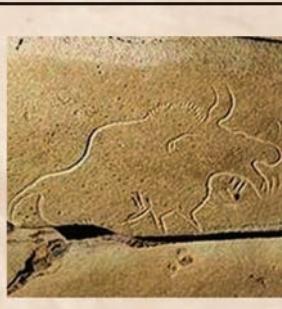
Lascaux, France



Ivory Sculpture,  
Zaraysk, Russia



Carved figures in Cussac (France) Cave

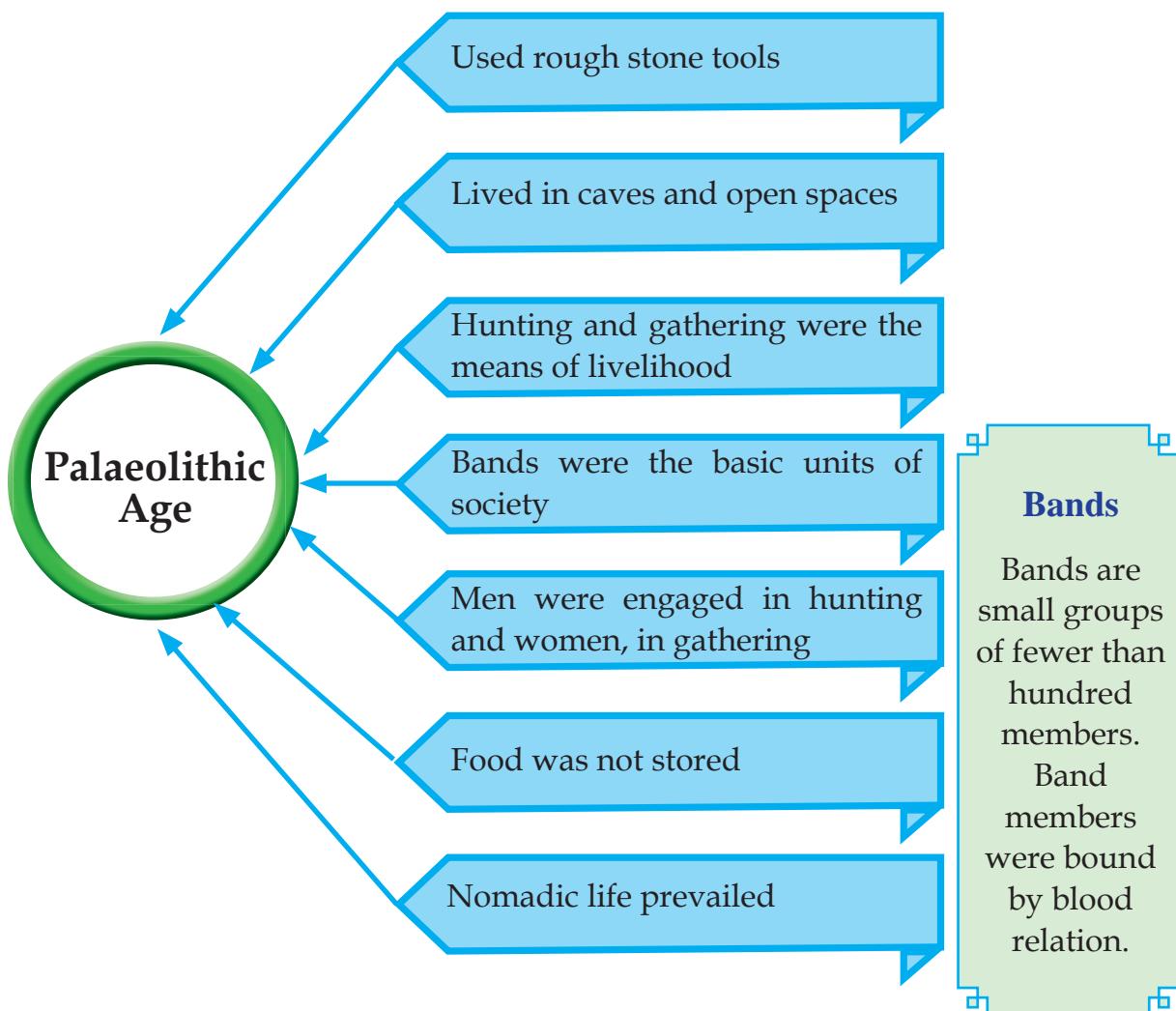


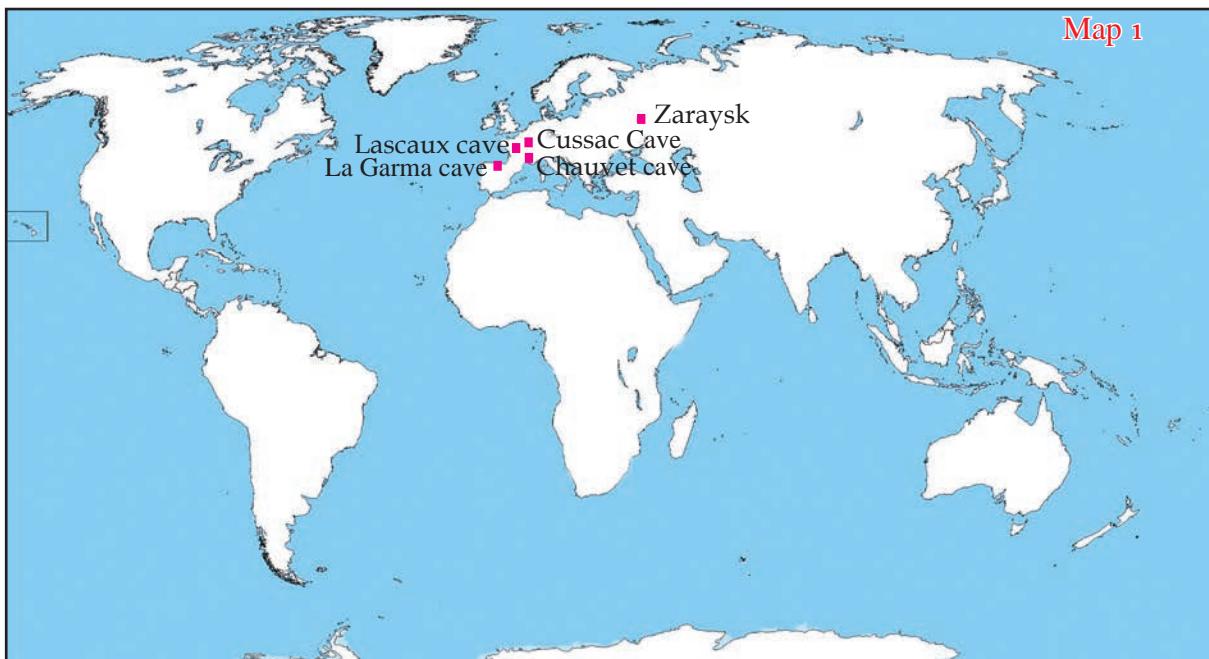
Carvings on bones found in  
La Garma Cave, Spain

The pictures given above are the artistic creations of primitive humans. What do you understand from these pictures? It is clear from the pictures that various communication techniques such as simple flowing lines, carved images and sculptures were employed during the late Palaeolithic period. Archaeologists are of the opinion that the depiction of animals (Chauvet and Lascaux Caves), the carved figure of an animal and a woman (Cussac Cave) and the Venus figurine (Zaraysk, Russia) are related to rituals or beliefs. The carvings on bone found in La Garma Cave in Spain are evidences of human artistic skills of that time.

Various colours were used to draw the cave paintings. These colours were made by grinding plants, tree bark and fruits, and mixing with red stone powder. Such pictures were drawn on the inner walls of the caves where sunlight could not reach. These stone carvings were made using stone needles and sharp-edged weapons. Paintings can also be seen on the ceilings of the caves. Such pictures and sculptures are considered to be the evidence of the intellectual and technical skill attained by primitive humans.

Let's see what information could be gathered on human life from the tools and art of the Palaeolithic Age.





Note down the features of the Palaeolithic centres mentioned on the world map.

## Mesolithic Age

The Mesolithic is the stage of transition from the Palaeolithic to the Neolithic. The word 'Mesolithic' is derived from two Greek words 'mesos' (middle) and 'lithos' (stone).

Look at the given picture. Examine the difference between Palaeolithic tools and Mesolithic tools.

- These are smaller tools than the ones used in the Palaeolithic Age.
- This is the period when microliths (very small tools) were used.



Mesolithic tools

It has already been mentioned that the development of human communication began towards the end of the Palaeolithic period. But, in India, this development is

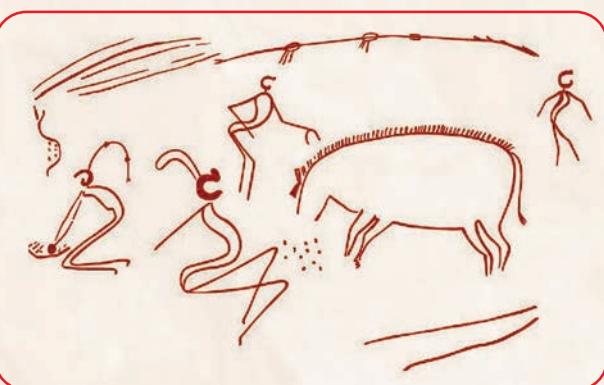
mainly seen during the Mesolithic Age. The works of art in the cave centres of Bhimbetka, Lakhajoar and Kathotia in Madhya Pradesh help us understand the ways of life of humans during that period.



Bhimbetka



Lakhajoar



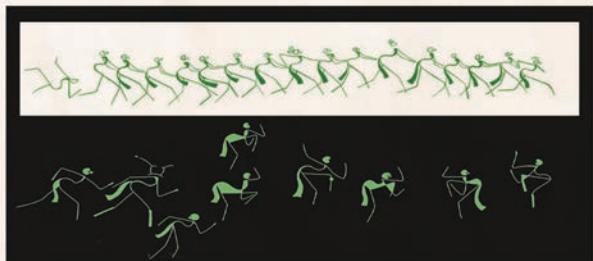
Kathotia



Lakhajoar



Lakhajoar



Lakhajoar

Look at the pictures given above and list down the activities depicted in them.

- Hunting
- 
- 
- 

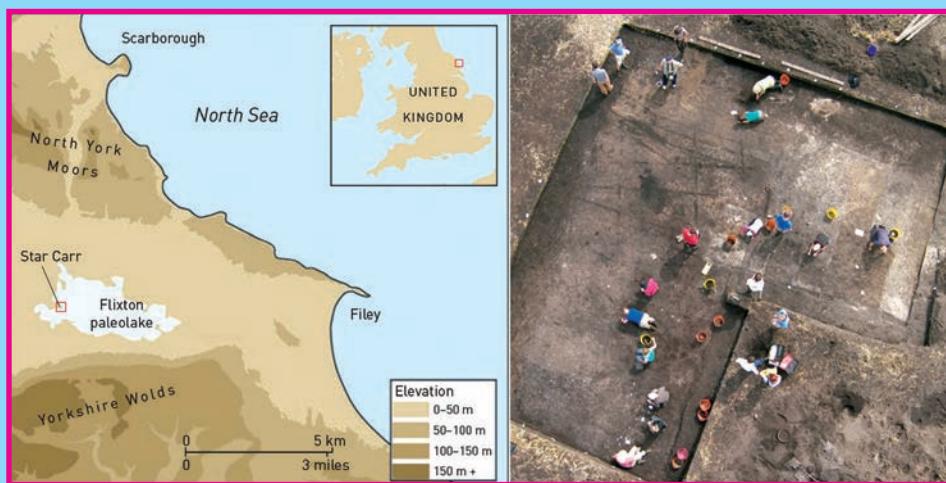
The ways of life of Mesolithic humans can be understood from these pictures. The characteristics of this period are given below.

- Use of microliths or very small stone tools
- Apart from hunting and gathering, fishing also became a means of livelihood
- Indications of domestication of animals
- Amusements
- Division of labour based on gender

Mesolithic centres	
Star Carr	England
Fahien Cave	Sri Lanka
Sarai Nahar Rai	India (Uttar Pradesh)

### Star Carr - the Mesolithic Site in Europe

It is a Mesolithic open-air settlement in northeast England. The main attraction of this site is the presence of organic remains. Tools made of stone and bone were found here. Evidences of early carpentry have also been found here. It is believed that early humans used this area as a temporary settlement.





## Sarai Nahar Rai: A Mesolithic Site in India

Sarai Nahar Rai is located on the banks of the Oxbow Lake in the Pratap Nagar district in Uttar Pradesh. Microliths, a major feature of the Mesolithic culture period, have been found here. The tall human bones found here are significant archaeological evidences. The height of men is 180 cm and that of women is 170 cm. It is believed that bows and arrows were used for hunting. There is evidence to show that seeds were collected and stored, and animal hide was used as clothing.



List the differences between Palaeolithic and Mesolithic human life.

## Neolithic Age

This is the period of radical change in human life; The word 'Neolithic' is derived from the words 'neos' (new) and 'lithos' (stone). The book *Man Makes Himself* by Gordon Childe refers to two important changes in the Neolithic Age that transformed human life.

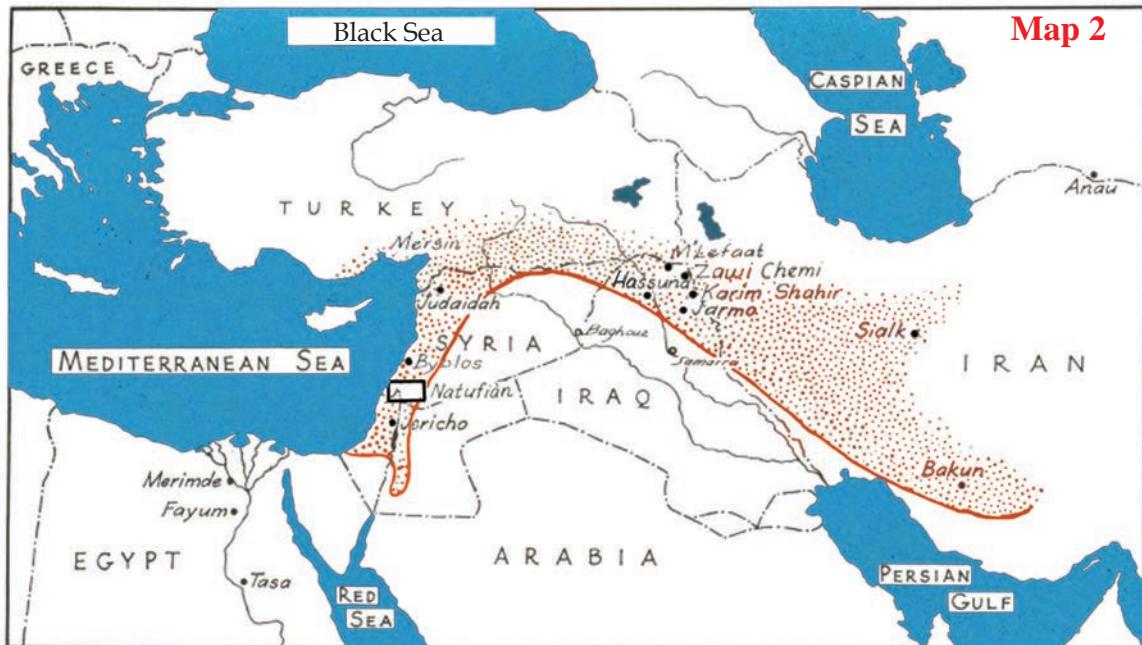
*The first revolution that transformed human economy gave man control over his own food supply. Man began to plant, cultivate, and improve by selection, edible grasses, roots, and trees. And he succeeded in taming and firmly attaching to his person certain species of animal in return for the fodder he was able to offer, the protection he could afford, and the forethought he could exercise. The two steps are closely related.*

What are the changes in the Neolithic Age mentioned in this description?

- 
- 

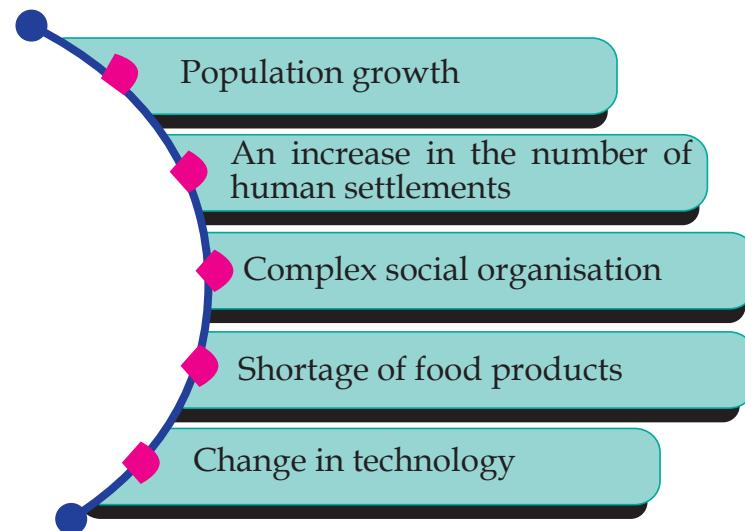
The change in human interaction with his surroundings is the reason for these changes. Humans started new ways of living during the Neolithic period. They are:

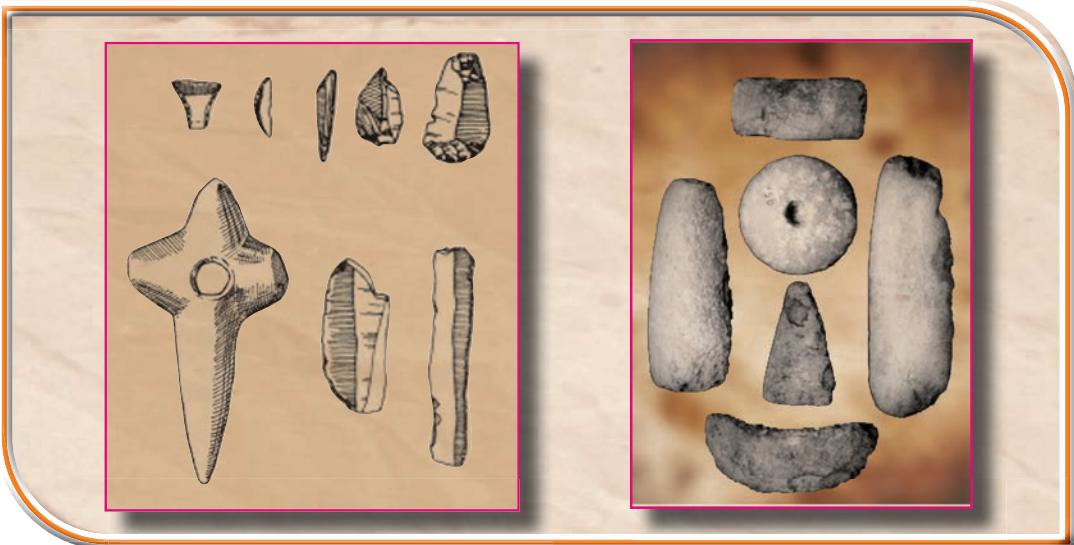
- Domestication of animals
  - Beginning of agriculture



Observe the map. You can see the area marked in the shape of a crescent. Based on available evidence, archaeologists say that agriculture began in this area. This region is known as the 'Fertile Crescent.' Can you identify the countries in this region?

Let us see the factors that led humans to begin agriculture and domestication of animals.





Pictures of Neolithic tools are given here. Observe them and find out their features.

- Polished tools
- 
- 

These tools helped humans to cultivate the land. They helped them in tilling the soil and cutting down trees. This marked the beginning of great changes in human life.

Agriculture and domestication of animals ensured the steady availability of food products. As a result, permanent settlements and agrarian villages came into existence. The storage of grains became possible with the introduction of pottery and the use of bricks made of clay. When the surplus production in agriculture became possible, a section of society became free from agrarian activities. They began to engage in other occupations such as pottery making, weaving, etc. Thus, the society came to include different occupational groups. This resulted in significant changes in the social formation. The basis of the progress humans have achieved today can be seen in the changes during the Neolithic age. With reference to these changes, Gordon Childe, a renowned archaeologist, named this period 'Neolithic Revolution.'



Present the information given above on Neolithic changes in the form of a flowchart.

- Domestication of animals

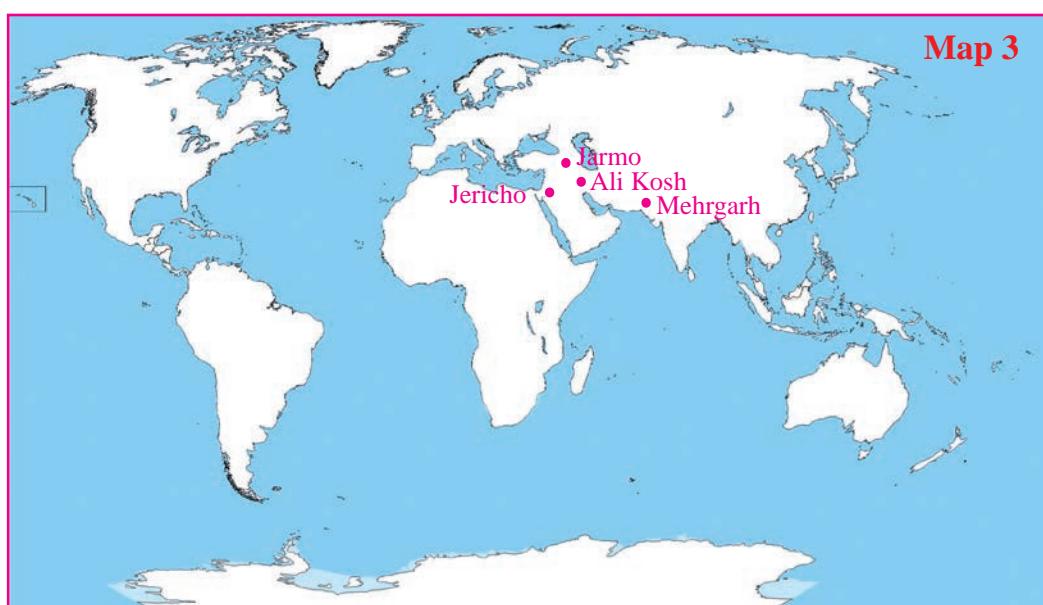
- 

- 

- 

- 

Complete the table below by observing the world map and find out the countries in which Neolithic sites are located.



Neolithic centre	Country
Jericho	-----
Jarmo	-----
Ali Kosh	-----
Mehrgarh	-----

## Jarmo in the Kurdish Hills of Iraq

Robert J. Bridewood led the archaeological excavations in Jarmo in the Kurdish Hills (modern Iraq). The people of Jarmo cultivated barley and two varieties of wheat. There were clear indications that they domesticated goat and some other animals. Their dwellings were small huts. They made figures of animals and humans with clay. Among the human figures they made, the most prominent was that of a pregnant woman.



### Mehrgarh: The Neolithic Site in the Indian Subcontinent

Archaeologists consider that Mehrgarh (now in Pakistan) was a site in ancient India, where the important features of Neolithic Age, like domestication of animals and plants began first. This region is called 'the bread basket of Baluchistan.'



Analyse the different Stone Age periods on the basis of the hints given below, prepare a digital magazine and present it in the Social Science Club.

- Tools
- Ways of living
- Communication

## Metal Age

The Metal Age began when humans started using metals instead of stone. This age clearly reflects the human progress in technology. Copper was the first metal used by humans.

During this period humans learned the technique of turning raw copper into weapons and tools. The presence of copper was found in the early agrarian villages of Catal Huyuk (Turkey), Cayonu (northern Syria) and Ali Kosh (Iran). It is believed to have existed around 7000 BCE.

What are the advantages of copper tools over stone tools?

- Can be changed into suitable shape and form
- Durability
- 
- 

## Chalcolithic Age

We have already discussed the Stone Age. Even in the age of copper tools, humans did not give up stone. This period, when copper tools were used along with stone tools, is called the Chalcolithic Age. In India, many remains of the Chalcolithic Age are found in Rajasthan, Madhya Pradesh and Maharashtra.



Urn burials recovered from Daimabad  
(Maharashtra)



Artistic creations in clay and stone  
from Nevasa (Maharashtra).

## Bronze Age

*Between 6000 and 3000 BCE humans learned to harness the force of oxen and of winds. Plough, wheelcart and boat began to be used. Metallurgy also developed further. As a result, agriculture became widespread and surplus production became possible. Non-agricultural production became stronger and thereby humans equipped themselves for urban life.*

Gordon Childe, *Man Makes Himself*



## Bronze

Bronze is an alloy made by mixing copper and tin. Bronze is a metal stronger than copper.

This is a description of human's entry into urban life. Urbanisation begins, when a region comes to be densely populated, where the majority earned their means of living through non-agrarian activities, such as crafts, trade, etc. Wide streets, public buildings, better facilities, busy life and entertainment are the hallmarks of such an urban life. You have already learned that 'urban' life began in the Bronze Age.

List out the Bronze Age civilisations.

- 
- 
- 
- 



## Sapta Sindhu Region

The Sapta Sindhu region is the region that includes the Indus River and its tributaries.



## Indo-European Languages

Indo-European languages include Sanskrit, Latin, Greek, German, English, Swedish, Russian, Polish, Italian, Spanish, French and Romanian.

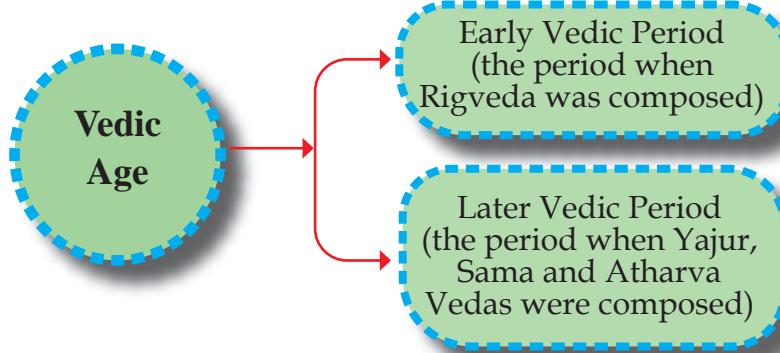
The Harappan civilization in India belongs to the Bronze Age. Cities like Harappa, Mohenjodaro, Lothal, etc., the well planned public buildings, Great Bath, houses, streets, drainage system, granaries and the presence of various types of crafts and trade are clear evidences of urbanisation. That is why the Harappan civilization is called the 'first urbanisation' in Indian history.

## Vedic Age

After the decline of the Harappan civilization, the Aryans entered the Sapta Sindhu (north-west India) region. They spoke a language that belonged to the Indo-European family of languages. Based on linguistic evidence, Aryans are believed to be the natives of Central Asia.

We get to know about this age from the Vedas. Therefore, this period is called Vedic Age, which falls between 1500 BCE and 600 BCE.

The Vedic period is divided into two.



Let us compare the life of the people in the early Vedic and the later Vedic periods.

Early Vedic Period	Later Vedic Period
<ul style="list-style-type: none"> <li>Sapta Sindhu region</li> <li>Pastoral economy</li> <li>Semi nomads</li> <li>Comparatively higher social status for women</li> <li>The forest was cleared and burned for cultivation</li> <li>The society consisted of many tribes</li> <li>The <i>Yagas</i> (sacrifices) were simple and could be done by the head of the family</li> <li>Natural forces were worshipped</li> </ul>	<ul style="list-style-type: none"> <li>Extended up to the Gangetic plain</li> <li>Agriculture was given importance</li> <li>Settled life</li> <li>The social status of women declined</li> <li>Use of iron</li> <li>The Varna system became stronger</li> <li>The <i>Yagas</i> (sacrifices) became complicated and expensive. The <i>Yagas</i> (sacrifices) became the privilege of a particular section</li> <li>New deities came to be worshipped</li> <li>Beginning of various crafts</li> </ul>



### Vedic literature

'Veda' means knowledge (vid). There are four Vedas. They are Rigveda, Yajurveda, Samaveda and Atharvaveda. The earliest of these is the Rigveda. Apart from the four Vedas, the Brahmanas, Aranyakas and Upanishads are also part of Vedic literature. Vedic literature is the most important source of information about the Vedic period.



### Varna System

There were four Varnas. Brahmins were those who engaged in priestly rites, Kshatriyas were those who governed and guarded the kingdom, Vaishyas were those who engaged in agriculture and trade, and Sudras served all these three sections.



Organise a seminar on the changes from Stone Age to Metal Age.

In this lesson, we saw the beginning of human history and the various stages of human progress over a long period of time. Living in forests, caves and tree holes, braving nature and animals, humans discovered and invented what they needed, using their reasoning capacity and intelligence.

As they advanced, social, political and economic structures were formulated by civilised humans. Standing in the 21st century, turning back to the many periods of human history, we are able to know and understand the extent of human progress.

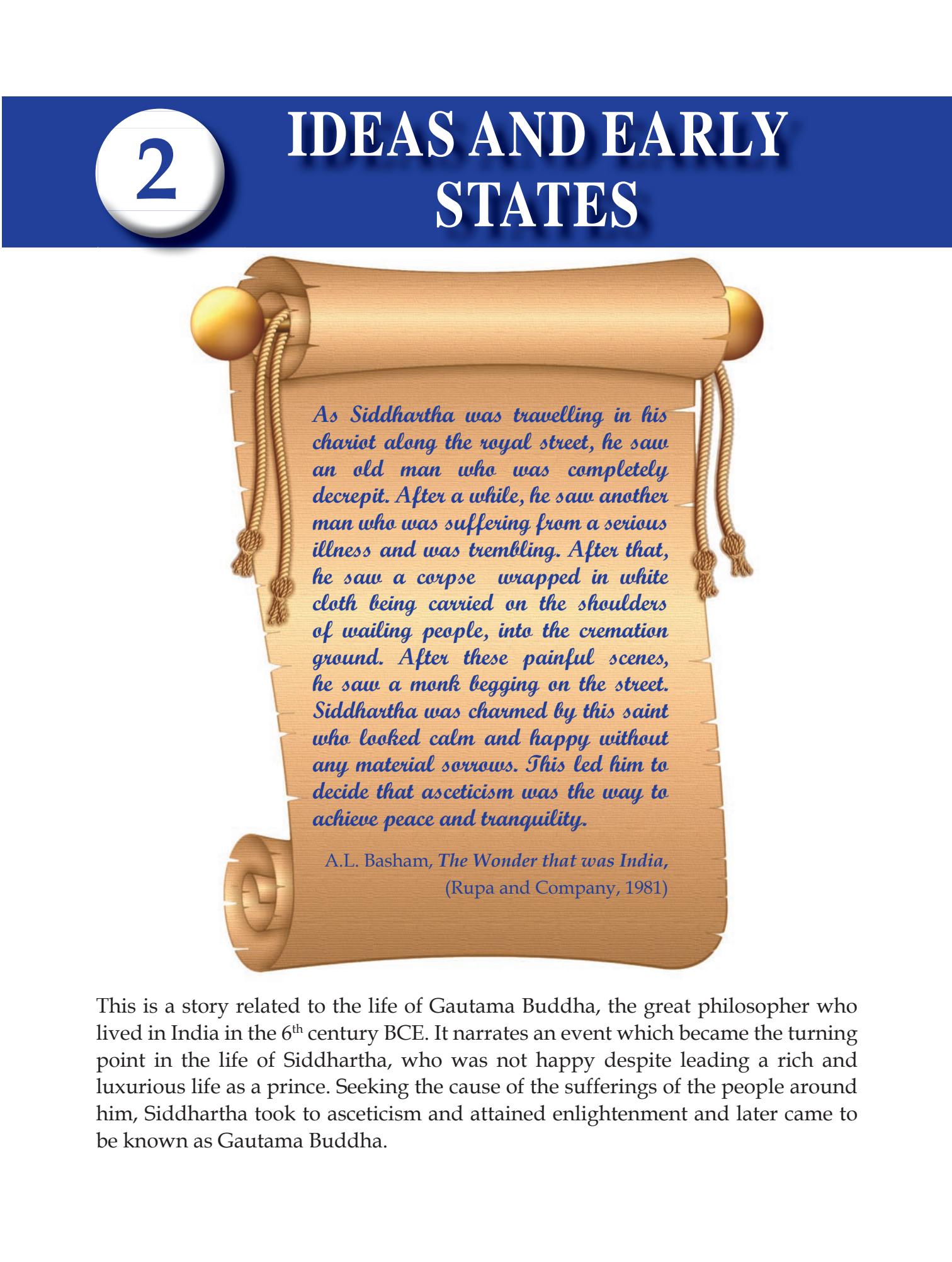


## Extended Activities

- Make a digital album/album with pictures of weapons and tools used by primitive humans.
- Make models of weapons and tools used by humans in different stages of Stone Age and display them in the Social Science class.
- Make a digital presentation about the major changes in the progress of human history.
- Prepare an atlas and mark the places related to the life of early humans.

## 2

# IDEAS AND EARLY STATES



*As Siddhartha was travelling in his chariot along the royal street, he saw an old man who was completely decrepit. After a while, he saw another man who was suffering from a serious illness and was trembling. After that, he saw a corpse wrapped in white cloth being carried on the shoulders of wailing people, into the cremation ground. After these painful scenes, he saw a monk begging on the street. Siddhartha was charmed by this saint who looked calm and happy without any material sorrows. This led him to decide that asceticism was the way to achieve peace and tranquility.*

A.L. Basham, *The Wonder that was India*,  
(Rupa and Company, 1981)

This is a story related to the life of Gautama Buddha, the great philosopher who lived in India in the 6<sup>th</sup> century BCE. It narrates an event which became the turning point in the life of Siddhartha, who was not happy despite leading a rich and luxurious life as a prince. Seeking the cause of the sufferings of the people around him, Siddhartha took to asceticism and attained enlightenment and later came to be known as Gautama Buddha.

Sixth century BCE was a remarkable period in world history. This was the time when Vardhamana Mahavira and Gautama Buddha in India, Zarathushtra in Iran, Confucius in China and Heraclitus in Greece spread new ideas. In this period, drastic changes also occurred in economic and political fields across the world. New political systems also came into existence. We will discuss those changes in this chapter.

## Ideological Revolution in the Ganga Basin

During the 6<sup>th</sup> century BCE, it was mainly in the region of the Ganga basin that new ideas emerged in India. The material conditions of the Ganga basin played an important role in the development of new ideas. The following factors helped in the formation of these material conditions.

- Widespread use of iron tools
- Increased agricultural production
- Growth of trade and cities



Early Iron Tools

By the 6<sup>th</sup> century BCE, a socio-economic system based on agriculture and cattle had emerged in the Ganga basin. This was not in harmony with the Vedic practice which gave importance to rituals and animal sacrifices. Agriculture depending on cattle was adversely affected by the widely prevailed practice of animal sacrifice as part of rituals. This forced people to think against the Vedic rituals.

The Vaishyas, who had acquired better material progress through advancement in trade, desired a suitable higher status in the society.

During this period, some classes emerged outside the existing Varna system. The important group among these was that of the rich Gahapatis. They were engaged in trade and owned land. In this way, they were in a financially higher position and thus gained better status in the society. It was under this social background that new ideological concepts were formulated. Among these, the Jain and Buddhist philosophies were the

important ones. These new ideas got the support of Vaishyas and Gahapathis.



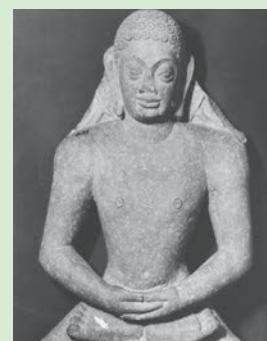
How did the development of an agricultural economy set the stage for the rise of new ideas in the 6<sup>th</sup> century BCE? Discuss.

## Jainism

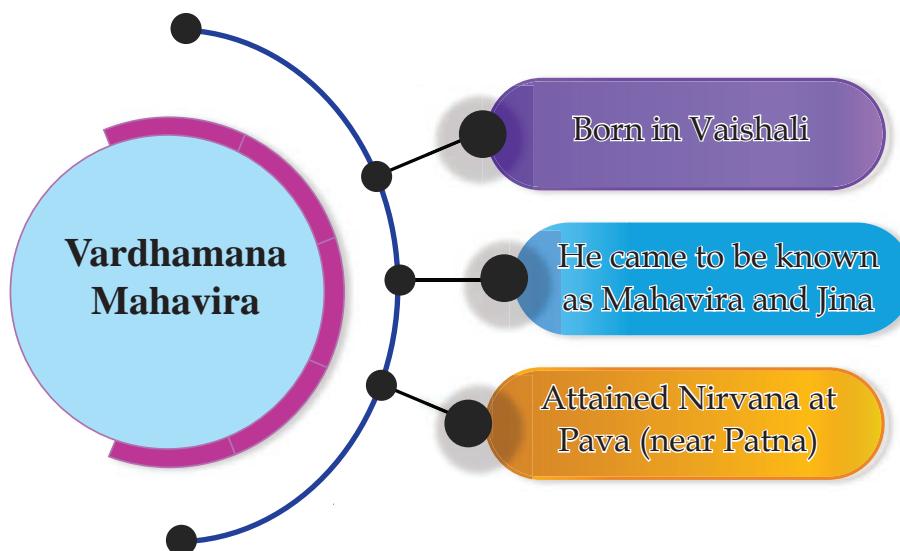
Vardhamana Mahavira was born in Kundagrama near Vaishali in Bihar. According to Jainism, Vardhamana Mahavira is the 24<sup>th</sup> Tirthankara.

### The Tirthankaras

'Tirthankara' means 'one who attained wisdom through asceticism'. There are 24 Tirthankaras in Jainism. Rishabhadeva was the first Tirthankara. The 23<sup>rd</sup> Tirthankara was Parswanatha. Vardhamana Mahavira was the 24<sup>th</sup> (and the last) Tirthankara. Mahavira propagated the ideas of Jainism by adding his principles to those of Parswanatha.



Statue of Tirthankara from Mathura



## Doctrines of Jainism

In this world, everything has life

Do not harm any living being

Birth and rebirth are determined on the basis of Karma

Denying the authenticity of the Vedas, Mahavira proposed three principles for attaining 'Moksha' (salvation). They were 'Right Belief', 'Right Knowledge' and 'Right Action'. They are known as the 'Triratnas'. Mahavira shared his ideas with the people in Prakrit languages. According to Jainism, monks and nuns were supposed to observe five vows: don't kill anything, don't steal, don't lie, don't own property and practise celibacy. Later, two sects were formed in Jainism – 'Swetambaras' and 'Digambaras'. The principle of non-violence emphasised by Jainism has influenced Indian philosophy.



### Kerala and Jainism

Jainism which spread to different parts of India came to Kerala also. Wayanad was an important Jain centre in Kerala. The remains of Jain temples are still seen here.



A Jain temple in Wayanad

## Gautama Buddha who Sought the Cause of Sorrows

In the thirty-first sukta, one of the longest discourses of the Buddha in the *Digha Nikaya*, Buddha tells a young man, who has just joined Buddhism, as follows:

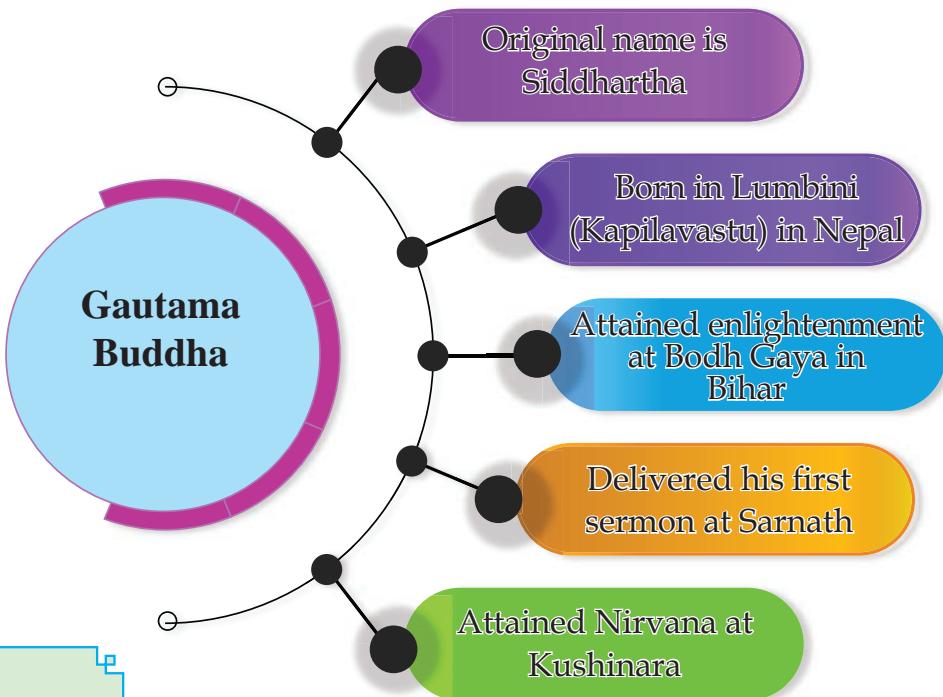
In family life, man and woman should live with mutual respect and both should perform their respective duties properly. In addition to this, employers should treat their servants and workers with courtesy. They should not be given tasks beyond their strength. They should be given adequate food and fair wages. They should be cared for in times of sickness and infirmity. The workers, on their part, should be satisfied with their fair wages and work well and maintain the dignity of their employer.

The Buddha's teachings and principles were simple and practical. He rejected the Vedas, sacrifices (Yagas) and the caste system. His concept of 'Ahimsa' was suitable to the new conditions in the Ganga basin. Cattle were needed in agriculture to prepare land for cultivation and to carry goods. But cattle were killed in large numbers for Yagas (sacrifices). This adversely affected agriculture and transportation of goods. Buddha's stance against sacrifices attracted those who were engaged in agricultural activities. Buddha spread his ideas in Pali, the language of the common people.

Important events in the life of Buddha are given below. Prepare a biography based on this. Collect more information from the school library.



Statue of the Buddha from Mathura  
(1st century CE)



### Ashtangamarga

- Right vision
- Right intention
- Right speech
- Right action
- Right livelihood
- Right effort
- Right awareness
- Right meditation

The 'Ashtangamarga' is also known as the 'Middle path.'

### Middle Path

The Buddha forbade a person from taking up severe asceticism. Similarly, Buddha rejected luxurious living. He suggested a middle path between the two.

### Buddha's Principles

- Life is full of sorrows
- Desire is the cause of sorrow
- If desire is destroyed, sorrow will disappear
- To achieve this, the Eight Fold Path (Ashtangamarga) should be followed

### Stupas

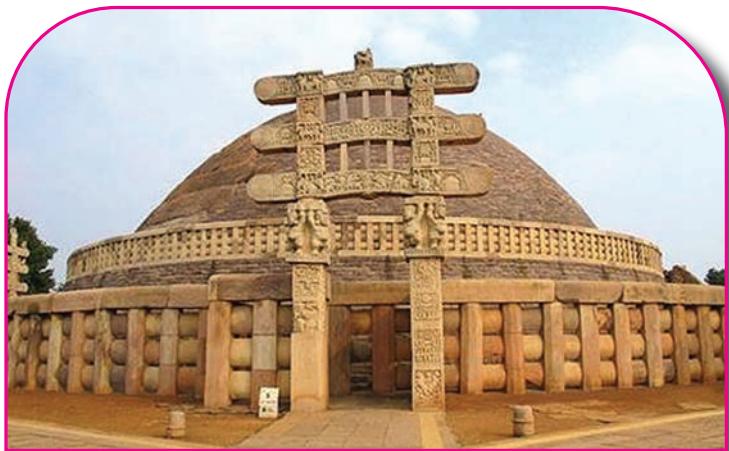
Stupas are buildings built on sites where the physical remains of the Buddha or objects used by the Buddha were buried. Stupas are made in a semi-circular shape. They are rich in carvings. Sanchi and Sarnath stupas are famous.

'Sanghas' of monks (monastic orders) were formed to propagate Buddhism. All people were admitted to the Sangha regardless of caste and gender. Women of the Sangha were known as 'Bhikshunis' and the men were called 'Bhikshus.'

Decisions were made in the Sangha through discussions and opinion of the majority. Buddha describes the monastic order thus, "Just as rivers flow

into the ocean and become one, once a person becomes a member of the Buddhist Sangha, that person loses his/her name, forgets the caste, rank, and family."

Later, Buddhism split into Mahayana and Hinayana. The followers of Mahayana worshipped Buddha as God. Buddhism has made many contributions to the culture of India. The working of the 'Sangha' helped to inculcate the sense of democracy and values in the society.



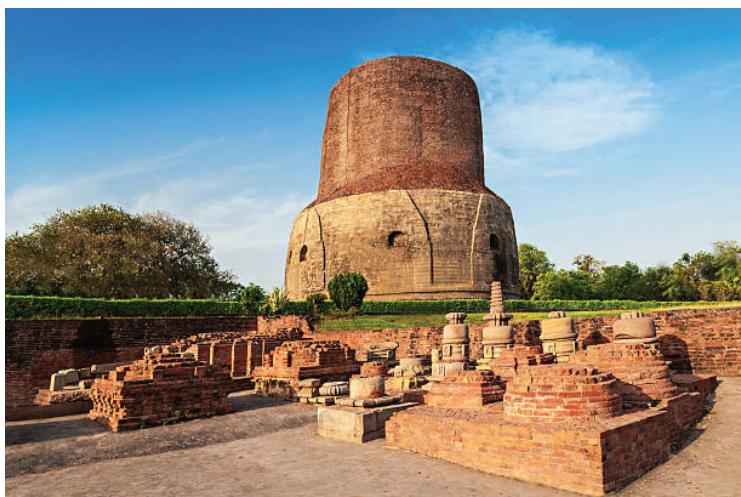
Sanchi Stupa in Madhya Pradesh

### The World Recognises India

Ancient world recognised India through Buddhism. Buddhism spread to Sri Lanka, China, Japan, Burma, Myanmar, Tibet, Afghanistan and Southeast Asia.



Do you think the activities of Buddhist monastic organisations were democratic? Evaluate.



Sarnath Stupa in Uttar Pradesh



### Kerala and Buddhism

Buddhist beliefs were prevalent in Kerala also. Manimekhalai, the heroine of the ancient Tamil work *Manimekhalai*, is said to have embraced Buddhism. Buddha's statues and some other remains have been found from various places in Kerala. Some Malayalam words and names of places indicate Buddhist influence. What does the word 'Palli' suggest in relation to place names? Find out.



How did Buddha respond to the socio-economic conditions that prevailed in the 6<sup>th</sup> century BCE? Discuss.

### Indications

- Vedic practices
- Varna system
- Status of women



Find out and list the common ideas propounded by the Buddha and Mahavira.



### Materialism

The main characteristic of Indian culture since ancient times is the emergence and merger of different schools of thought. Several schools of thought were formed in the 6<sup>th</sup> century BCE. Materialism was one of them. Ajita Kesakambalin was the promulgator of this school of thought. He was a contemporary of the Buddha. The materialists opined that all religious practices are meaningless and that there is neither *Ihaloka* or *Paraloka* (this world or the other world). The materialists said: 'Humans are made up of four elements. When they die, their solid matter dissolves in the earth. Liquidity dissolves in water, heat in fire, breath in air and senses in vacuum.'

➤ Why are they called materialists?



Prepare a virtual tour report including the places connected with the formation of new ideas and religions.

## Mahajanapadas or the Early States

*As long as such decisions are taken together after discussion; as long as they work together; as long as elders are respected, supported and listened to carefully; as long as the women of Vajji live freely; as long as the places of worship in villages and cities exist; as long as people of different faiths can move about freely; as long as they are respected, Vajji will exist.*

Above is what the Buddha said about Vajji (Mahajanapada) in the *Digha Nikaya*, a Buddhist work composed 2300 years ago. What can we learn from this about the administrative system of Vajji at that time?

- Decisions were taken jointly through discussions
- 
- 
- 
- 
- 

Vajji was one of the many states in India in the 6<sup>th</sup> century BCE. Let us examine how these states were formed.

Tribal social system existed in the Vedic period. The tribes of the period were known as 'Jana'. As agriculture became widespread, these tribal communities began to settle down permanently in different places. These came to be known as 'Janapadas.'

Agricultural surplus production in the Janapadas led to the growth of trade as well as the development of towns. Along with trade, towns became manufacturing centres for different crafts. Some regulations became necessary to coordinate and regulate such diverse economic activities. In this situation, the tribal form of governance disappeared.



### Janapadas

'Janapada' means a place where people were settled. Forests were burnt down to form farmlands and residential areas. People settled there permanently. This is how Janapadas were formed. Later Vedas refer to various Janapadas.

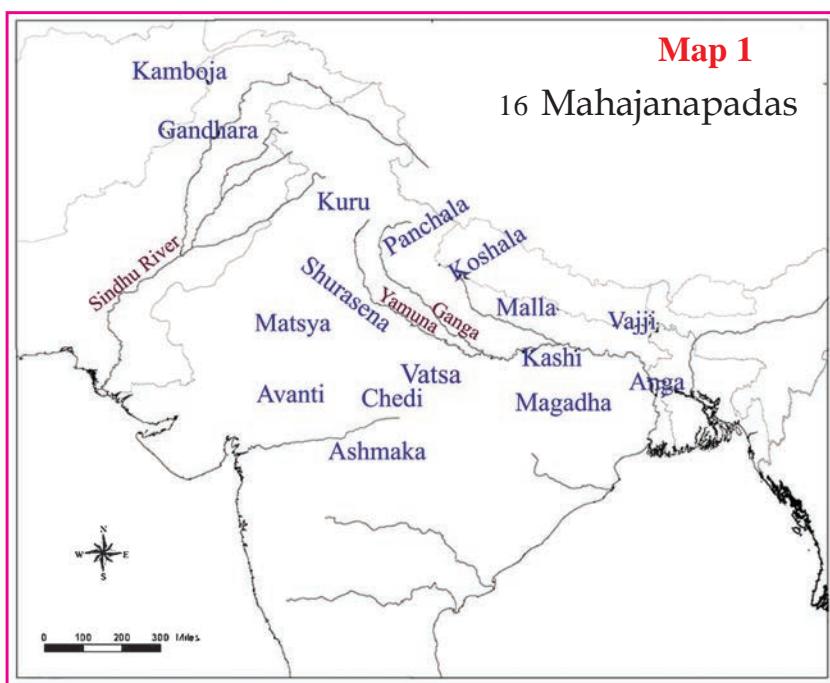


## Cities

After a long journey, Buddha and his disciple Ananda reached the city of Kushinara. The Buddha's nirvana was also discussed among many things. Ananda suggested Buddha that he should not attain nirvana at a place like Kushinara where there were only mud huts in a forest; instead, the Buddha should select bigger cities like Champa, Rajagriha, Shravasti, Saketa, Kausambi or Varanasi for his last breath. What did you learn from this description in the Buddhist work *Digha Nikaya*?

The inextricable relationship with agriculture and the soil started during this time. This gave rise to the view of one's own land. This is how state formation became a reality. The Buddhist work *Anguttaranikaya* speaks of 16 political entities that came into being, in this way. These were known as 'Mahajanapadas'. The changes described above are referred to as 'second urbanisation,' by historians.

Find out and list 16 Mahajanapadas from the map given below

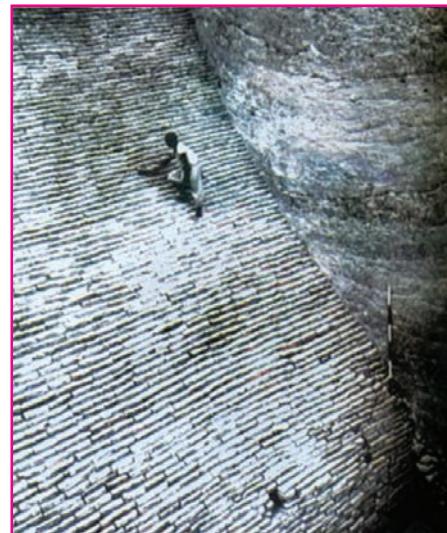


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## Administrative System in the Mahajanapadas

Contemporary works provide some information about the administrative systems of the Mahajanapadas. An efficient system of tax collection and a standing army developed during this time. The word 'Bali' found in Pali texts means tax. 'Bhaga' was another type of tax. Grains and cattle were mainly paid as tax. Those who lived in the forests paid forest produce as taxes, while artisans worked for the king on fixed days.

There were many officials for carrying out administration. The work *Satapatha Brahmana* mentions Senani, Purohita and Gramani who assisted the king. Mahajanapadas had forts and capital cities.



Wall at Kausambi (Capital of Vatsa Mahajanapada)



Identify and discuss the various stages of growth from a tribal political system to Mahajanapadas and their characteristics.

## The Rise of Magadha

The sixteen Mahajanapadas were constantly engaged in wars for dominance. Magadha was the ultimate winner. Find the location of Magadha from Map 1. Identify the present Indian state to which Magadha belonged.

Magadha was a fertile region with good rainfall. There were large deposits of iron ore also. Hence, the iron needed for tools and weapons was readily available. Elephants were an important factor in wars in those days. Elephants were available in large numbers in the forests of Magadha. This ensured Magadhan victory in battles. The Ganga and its tributaries provided easy transportation of goods. Magadha also had efficient rulers like Bimbisara and Ajatashatru.

### Dynasties and Prominent Kings of Magadha

- Haryanka Dynasty - Bimbisara, Ajatashatru
- Sishunaga Dynasty - Sishunaga
- Nanda Dynasty - Mahapadmananda



Do you think that the geographical features were the main reason for the growth of Magadha? Why?

## From Magadha to the Maurya Kingdom

Magadha was ruled by various dynasties. Chandragupta Maurya defeated Dhanananda, the last ruler of the Nanda dynasty in 321 BCE and founded the Maurya Kingdom.

*This is a big and beautiful city. There is a big wall surrounding this city. It has 64 entrance gates and many towers. The two- and three-storeyed houses are built of wood and mud blocks. The king's palace is also made of wood.*

Above is the description of the Greek envoy Megasthenes about the city of Pataliputra (present-day Patna), the capital of the Maurya kingdom. Arthashastra written by Kautilya, inscriptions of Emperor Asoka and coins in circulation at that time help in the study of the history of the Maurya kingdom.

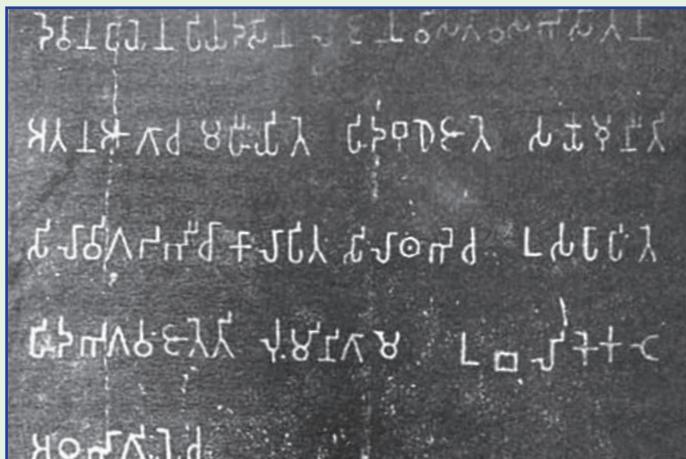
### Arthashastra and Saptanga Theory

Kautilya's Arthashastra is an important historical document that provides information about the Maurya kingdom. R. Shyama Sastri, head of the Archaeological Library Department of Mysore, got the manuscript of Arthashastra from a scholar in Thanjavur. In 1907 Shyama Shastri published this. The work has fifteen chapters. Arthashastra refers that a kingdom rests on seven components or Saptangas.



- *Swami* – king
- *Amathyas* – ministers
- *Janapada* – land and people
- *Durga* – fortified and protected area
- *Kosha* – treasury
- *Danda* – justice
- *Mitra* - friendly countries

King Asoka was the most important ruler of the Maurya Kingdom. After he invaded and conquered Kalinga (see Map-2, present-day Odisha), the Maurya kingdom expanded. It is recorded in the inscriptions that Asoka gave up war after the Battle of Kalinga.



Ruminei (Lumbini) Inscription

*At this place where Buddha Shakyamuni was born, Devanampiya Piyadasi came and worshipped in person, twenty years after his coronation. A stupa surrounded by a granite wall was erected here to signify that this was the birthplace of that great person. It was decided that the people of Lumbini should be exempted from the 'bali' and that they need to give only one-eighth part of the harvest as 'bhaga'.*

Inscription in Ruminei, Nepal (Lumbini) and its translation are given above.



What do you understand about the Maurya kingdom from this inscription?

• .....
• .....
• .....
• .....



## Asokan Inscriptions

A large number of stone inscriptions of Asoka have been discovered from various parts of the Indian subcontinent. They are written in Brahmi, Kharoshthi and Aramaic scripts. The Asokan inscriptions were first read in 1838 by the British epigraphist James Princep. Most of the inscriptions refer to the king as 'Devanampiya' (beloved of God). But the name 'Asoka' can be found in the inscriptions of Maski, Udegulam and Nittoor in Karnataka.

Most of the scripts used in modern India are derived from the Brahmi script.



**Brahmi**



Hindi



Bengali



Malayalam



Tamil

## Mauryan Rule

You have seen that the Maurya kingdom was vast. Now, let us look at their system of administration.

As you know, our country is divided into various states for administrative convenience and all states have capitals. The Maurya kingdom was also divided into various provinces in this way. Such provinces were under the control of governors. Pataliputra, the capital, was under the direct control of the Emperor.



Find the capitals of the provinces from Map 2 and complete the table.

**Map 2**



▲ Provincial Capitals

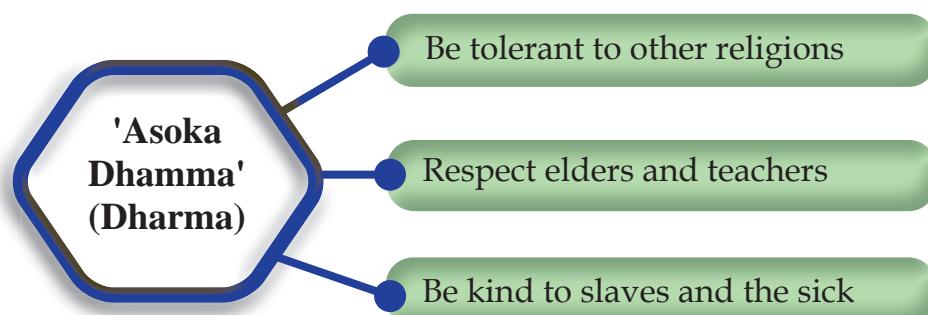
◆ State Capital

Southern province	
Western province	
Northern province	
Eastern province	

The Mauryan army had five divisions. They were infantry, cavalry, chariots, elephants and the navy. Military administration was carried out by a 30 member committee.

The ideas propagated by Emperor Asoka to maintain peace and coexistence among his subjects are known as 'Asoka Dhamma' (Dharma). We learn about this from Asoka's edicts.

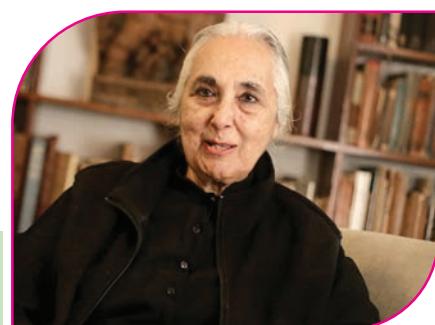
The following are the main ideas of 'Asoka Dhamma'.



Eminent historian Romila Thapar opines that 'Asoka Dhamma' was a policy for the efficient administration of a vast country and for keeping various social groups in harmony.



What features of the present Indian administrative system can be seen in the Mauryan administrative system? Discuss and compare.



Romila Thapar



## Growth of Trade

The above image shows the early coins that were in circulation in ancient India. These are known as Punch Marked Coins. They are made of silver and copper. These are evidences to show that coins were used for trade.



Goods were transported through land, sea and rivers. Grains, textiles, metal, etc. were the chief commodities of trade. The words 'Setthis' and 'Satthavahakar' mentioned in the books of those days refer to traders.

 Observe the map and find out the regions through which trade was conducted.

So far, we have been discussing the origin and formation of the Mahajanapadas in the Indian sub-continent and how they later evolved into the Maurya Kingdom. Another region that witnessed similar political changes in this period was Greece in Southeastern Europe.

## State Formation in Greece

Find the location of Greece from the map given below:



In Greece, villages stood together for the purpose of security and governance. They came to be known as city-states. A city-state consisted of a city and the surrounding agricultural villages. Hills and mountains provided natural boundaries for these city-states. Some of the city states were islands. The capitals of these city-states were located on high hills. Athens, Sparta, Corinth, and Thebes were some of the major city-states of Greece.

### Athens on the Democratic Way

The system of government that prevailed in Athens 2500 years ago resembled modern democracy. This was different from the system of governance in other city-states. All males, over the age of 30, except slaves were considered as citizens. These citizens formed a committee and met four times a year to take decisions

on important matters. Women, artisans and the foreigners who worked as traders were not considered as citizens.



As an important centre of trade in the Mediterranean region, Athens was a prosperous city-state. Many in Athens were skilled in ship building and seafaring. They constantly travelled to nearby areas and gathered new ideas and skills. Many thinkers from other regions were attracted to Athens. They were known as Sophists. Herodotus, who is considered as the father of history, is one of those thinkers who reached Athens in this way.

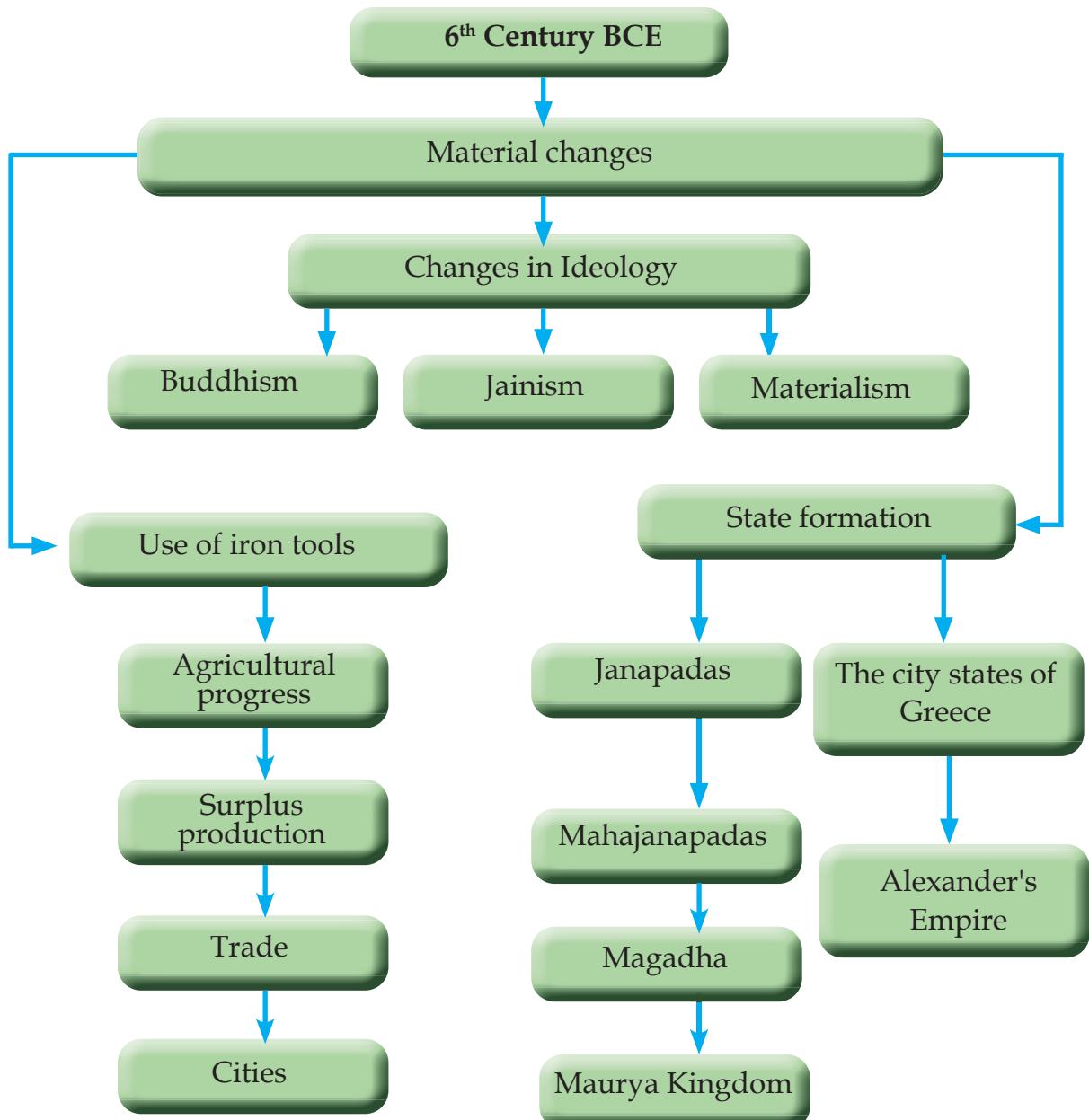


How did the Athenian system of government differ from modern democracy?



Compare the Mahajanapadas of India and the city-states of Greece.

Sixth century BCE was a period that witnessed significant changes in history. Changes occurred in various spheres of the life of the people during that time. The changes in material life were reflected in the spheres of politics and philosophy also. Thus, new ideas emerged during the period. These have had a decisive influence on subsequent human history.





## **Extended Activities**

- Prepare a short biographical text based on the lives of thinkers who popularised new ideas in the 6<sup>th</sup> century BCE. Make them attractive, by adding pictures.
- Prepare a digital presentation including maps on the topic 'From Janapadas to the Maurya Kingdom.'
- Organise a debate on 'Ideas and Early State Formation'.

# LAND GRANTS AND THE INDIAN SOCIETY

By the order of Sree VindhyaSakti II, the Vakataka Maharaja...

We grant half of this village to the Brahmins in order to attain victory, longevity and welfare and peace in this world as well as in afterlife. The exemptions approved by the Chatur Vedas and the previous Maharajas will be applicable to this grant as well. They are: The administration here will not be like that in the other areas. Salt or alcohol should not be produced. There is no need to pay money or cereals to the treasury. No need to present flowers or milk to the king. Providing cow or bullock to the officials is not needed. There is no need to give any service to the state. There shall be no liability to provide charcoal or caparison. The police shall not enter here. No need to provide cot or hearth to the touring officials. No need to pay tax to the king. No need to pay tax for goods transportation... will be entitled to the treasures hidden beneath the land. Will have the right to fence and raise the land and to use big tools. Anyone who obstructs this or causes obstruction shall be punished as and when complained.

Cdr Alok Mohan, *Ancient Indian Inscriptions*, Vol 3, 1967, pp. 122-124

This is an order issued by the Vakataka King VindhyaShakti II (355-400 CE). The order refers to the transfer of some of the land in the king's possession to the Brahmins along with special rights. This is known as 'Land Grants'.

- What is the purpose of land grants by the king?
- When did the practice of land grants start? Why?
- Were such grants common?

Mention of land grants can be found in Buddhist works. But, it was only during the post- Mauryan period that it became widespread and also produced far-reaching consequences.

After the fall of the Mauryas, several dynasties came to power in different parts of India. Locate them in the map given below.

Map 1



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Land Grants

Among these dynasties, the Satavahanas who ruled the Deccan region, started the practice of giving land grants to please the Brahmins who were dominant in the society. This system became wide-spread under the Guptas who came to power in Pataliputra by the beginning of the 4<sup>th</sup> century CE.



### Gupta kings

Srigupta was the founder of the Gupta kingdom. The other important kings of the dynasty were:

- ◆ Chandragupta I
- ◆ Samudragupta
- ◆ Chandragupta II
- ◆ Kumaragupta I
- ◆ Skandagupta

### Differences in Land Grants

#### The Satavahanas

Right to the resources of the land only was given

#### The Guptas

Along with the resources of the land, rights over the people living there also were transferred

### Let's look at the changes brought about by the land grants during the Gupta period.

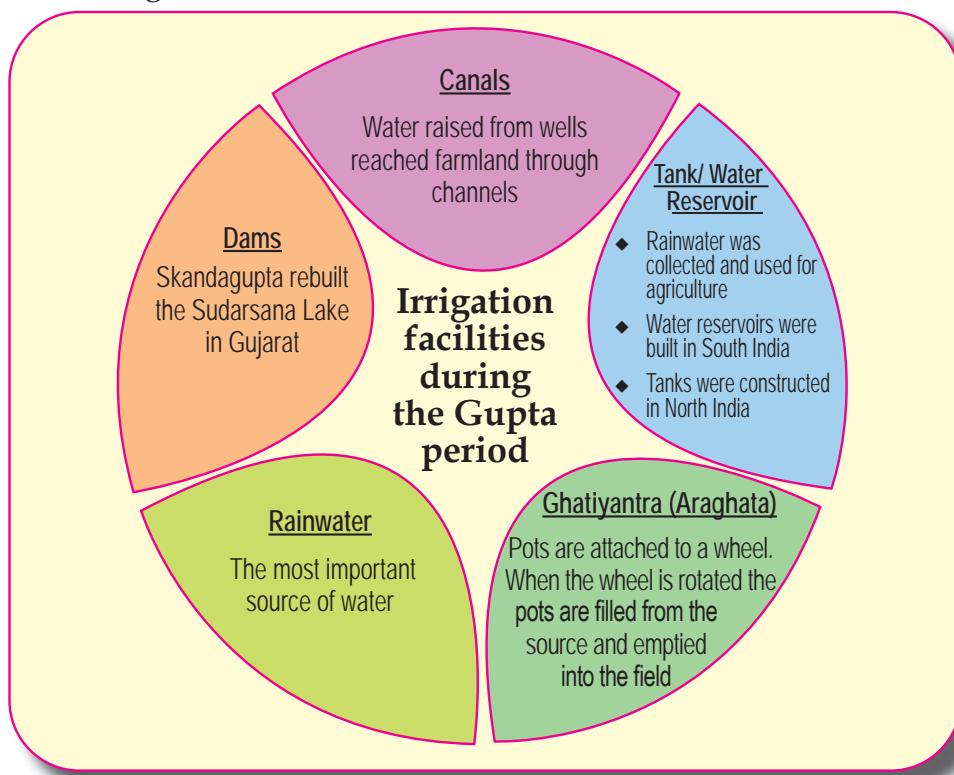
- The king's authority over the donated land gradually declined.
- The right to collect taxes and administer justice over the donated land was transferred along with the ownership of land.
- Those who received the land grants also got the right to grant the land to someone else.
- In course of time, the kings and nobles began to give land grants instead of cash as remuneration for the services they received.
- Although most of the land grants were received by the Brahmins, gradually, other sections also started receiving land as grant.

With the widespread practice of land grants, a powerful section of landowners with immense wealth and influence was formed in the society. Those who worked on the land became rightless dependents of the landlords. In such a system, the farmers, the agricultural labourers and the slaves were bound to the land. They lived and died in the same soil where they were born. They laboured throughout their life for their masters. In addition to taxes, these people from the lower stratum of the society had to provide free services to the upper stratum. This system has been called 'Indian Feudalism'. During this period, there was a remarkable improvement in the agriculture sector.

#### *Factors that helped the spread of agriculture*

- Even the uncultivated areas were made suitable for agriculture
- The new social system provided sufficient labour-force for agriculture
- The knowledge of Brahmins about agricultural technology and climate
- Different irrigation facilities

Let us see the irrigation methods that helped the expansion of agriculture.





Discuss the characteristics of the Samantha System that came into existence during the Gupta period.



## Crafts and Trade

Expansion of agriculture that resulted from land grants led to the growth of non-agricultural activities too. People took to different crafts in order to make a living. The literary works and artefacts of this period give us information regarding the crafts of the period. Given below is the information regarding the artefacts received from the excavation of sites corresponding to the period. Find out the arts and crafts of the period from the information and complete the table.

Ghatyantra (Araghata)

Artifacts Recovered	Crafts
• Earthen Pots	• Pottery making
• Jewellery made of gold, silver and precious stones	• ..... .....
• Pearls	• .....
• Glassware	• .....
• Silk, cotton textiles	• .....
• Sculptures in ivory	• .....

People engaged in the same craft gradually formed associations. These came to be called 'Guilds' or 'Srenis'. Governments ratified the 'Srenis'. Members of a 'Sreni' had to abide by its rules.

### Srenis

'Srenis' were associations of craftsmen and traders. Collecting raw-materials, controlling production and marketing the finished goods were their responsibilities.



## Trade and Commerce

Internal trade flourished during the initial years of the Gupta rule. We have understood from the table above that various crafts existed along with agriculture. Such products made by the skilled craftsmen were the chief items of trade. Textiles was one of the most traded products. Different types of textiles (muslin, calico, linen) were manufactured on a large scale.



### Nagarathaar (Nagarasreshtin)

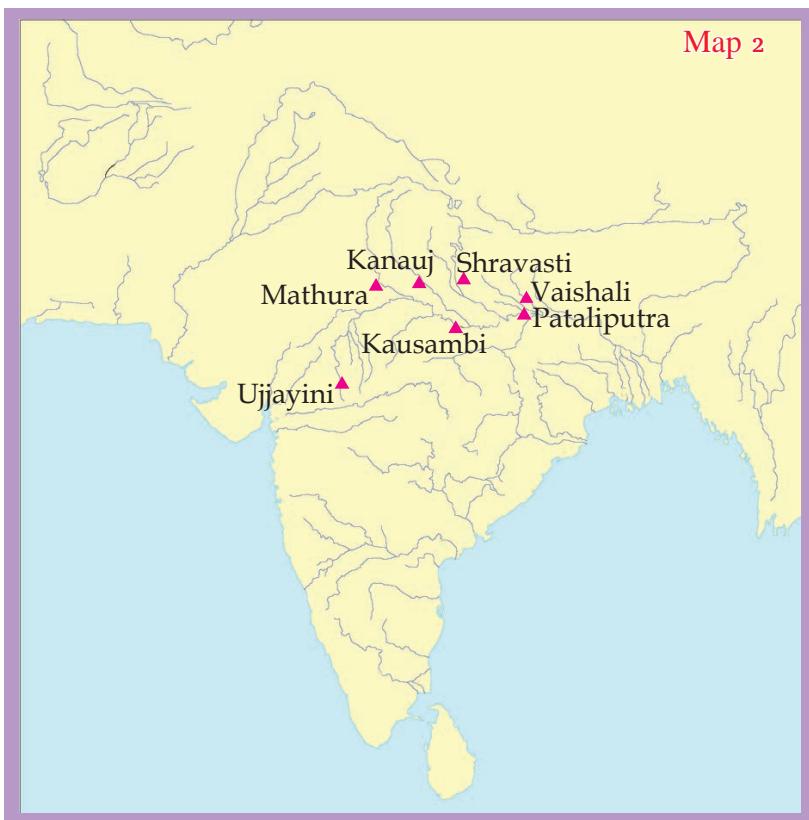
These wealthy merchants of the cities had a role in administration also. Besides, they were prominent members of the merchant guilds.

The Guptas had external trade links with West Asia, Central Asia, South East Asia, and Rome. New trade routes developed during the period. Gold, silver and copper coins of high quality were minted. Prominent traders known as 'Nagarasreshtin' and 'Sarthvaha' had their role in the government. Vaishali, Pataliputra, Kanauj, Shravasti, Kausambi, Ujjayini and Mathura were important centres of trade.



Gupta Coins

### Some important cities of the Gupta period



Find out in which present Indian states are the Gupta cities marked in the above map, located.

• .....
• .....
• .....
• .....
• .....
• .....
• .....
• .....

India's foreign trade declined following the collapse of the Roman Empire by the 6<sup>th</sup> century CE. Another reason for this was that the westerners had learned the technique of silk-making from the Chinese. Decline of foreign trade adversely affected the internal trade also. There was a dip in the movement of the craftsmen and artisans to different parts of the country for trade purposes. They confined themselves to their villages. This led to the ruralisation of arts and crafts. The slump in trade, the general decline in crafts and ruralisation led to the decay of many major towns. Cities like Kausambi, Hastinapura, Ahicchatra, Takshashila, Ayodhya, Ujjayini and Mathura lost their glory. Places that were described by the 5<sup>th</sup> century Chinese traveller Fa-Hien as large cities were mentioned by the 7<sup>th</sup> century traveller Hiuen Tsang as villages. This description indicates the urban decay during the period.

## Social Life

We have already discussed the various occupational groups (Srenis) that were formed in the Gupta period. The entry of new occupational groups and the coming of new peoples led to the formation of a number of sub-divisions in the society. It was impossible for the existing varna system to accommodate all these new occupational groups. In this circumstance, each occupational group became a new 'jati' or 'upajati'. Besides the occupational groups, people who came from outside the subcontinent, the forest dwellers ('Nishadas') and children born of inter-caste marriages also formed new 'jatis'. This made the caste system more complex.

There was no change in the position and privileges of the Brahmins, Kshatriyas and Vaisyas in the new complex system that evolved. The Chinese traveller Hiuen Tsang who visited India in the seventh century described Sudras as peasants. These descriptions indicate the social status of the Sudras in an agricultural society.

The ‘Antyajas’ who were outside the Chaturvarnya system were considered ‘untouchables’. Accordingly, the lowest among the ‘Antyajas’ were the graveyard keepers called ‘Chandalas’ and the animal skin tanners called ‘Charmakarar’.

### Position of Women

Generally, women had a low status in society, even though a few queens like Prabhavati Gupta of the Vakataka dynasty were held in high esteem. All women, from queens to the women of the lowest section in the society, were expected to be submissive to men. Even the upper-class women did not enjoy a high position or consideration in the society. There is no evidence of land grants received by even a Brahmin woman.

### ‘Anuloma’ and ‘Pratiloma’ Marriages

*Arthashastra* refers to inter-caste marriages. Marriage between a groom from a caste considered upper and a bride from a caste considered lower was called ‘Anuloma’ marriage.

Marriage between a bride from a caste considered upper and a groom from a caste considered lower was called ‘Pratiloma’ marriage.



### Chandalas in the Description of Fa Hien

The Chinese Buddhist traveller Fa Hien who visited India during the reign of Chandragupta II in the 5<sup>th</sup> century CE, gives this description: “When Chandalas enter a city, or a market, they should make sounds by beating a wooden plank. This was done to inform the higher caste people about their coming in advance and to move away.”

## State: Central Authority and Local Power



*"Equal to Kubera, Varuna, Indra and Anthaka and with no equal rival on the face of the Earth..."*

These words are from the Prayagaprasasti, situated in Allahabad which tells us about Samudragupta, the most powerful ruler of Gupta period.

What do you understand from this text about the powers of the king during the Gupta period?



### Village Administration During the Gupta Period

'Gramapati' or 'Gramadhyaksha' was the head of village administration during the Gupta period. The disputes in the village were settled by 'Gramaviddhar', a group of elders in the village. Majority of the village dwellers were peasants. Carpenters, weavers and herdsmen were also there. Their communities also were represented in the village administration.

- The king was considered equal to God
- 

Gupta kings had extensive powers. At the same time, they had some responsibilities as well. Let us have a look at them.

Protect the people from aggressions

Protect Brahmins, Sramanas (Buddhist/Jain monks) and the weaker sections

Administration of justice

The Guptas allowed the rulers of the territories they conquered to continue as 'Samanthas' of the Gupta kingdom. They were given autonomy in their respective areas. The Guptas did not interfere in their matters of administration or succession. But they developed an elaborate administrative system in the areas where they ruled directly.



Prepare a note comparing the administrative systems of the Mauryas and the Guptas.

## Prasastis



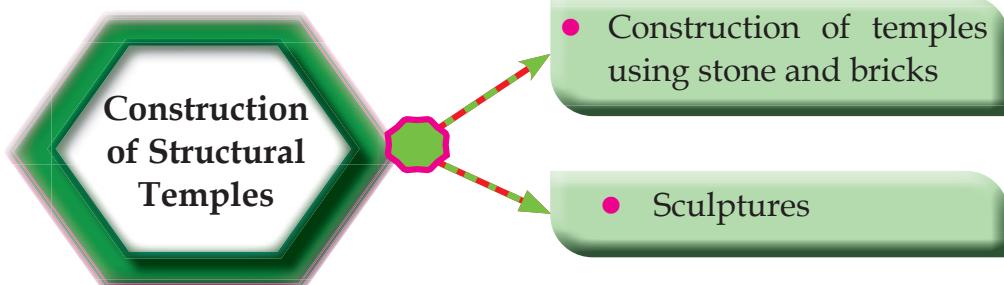
*Prasastis* are stone inscriptions erected by rulers of ancient India to proclaim their achievements. The Junagarh Prasasti of Rudradaman, inscribed in the second century CE, is the earliest known *prasasti*. It is inscribed on one portion of the Junagarh Sasana of Asoka. The *prasastis* praise the king and his achievements in wars. In South India, Cholas, Rashtrakutas, Chalukyas and Pallavas followed the practice of writing the *prasastis* in new forms. Although there could be exaggeration; the *prasastis* are helpful as sources of historical information about rulers.

### Prayaga Prasati

The Prayaga Prasasti was inscribed in praise of the conquests and military victories of the Gupta king Samudragupta. It is also called the Allahabad Prasasti. It praises Samudragupta's conquests from Nepal in the North to the areas of Tamil Nadu in the South. The Prasasti was composed by Harisena, the court poet of the Guptas in Sanskrit.

## Art and Literature

We have studied the socio-political developments of the Gupta period. Along with this, art and Sanskrit literature developed during the period. In the field of art, architecture excelled. Many temples were constructed during the period. Let us study their features.



List out the features of architecture during the Gupta period by observing the following pictures.



Dasavatara Temple, Deogarh,  
Uttar Pradesh

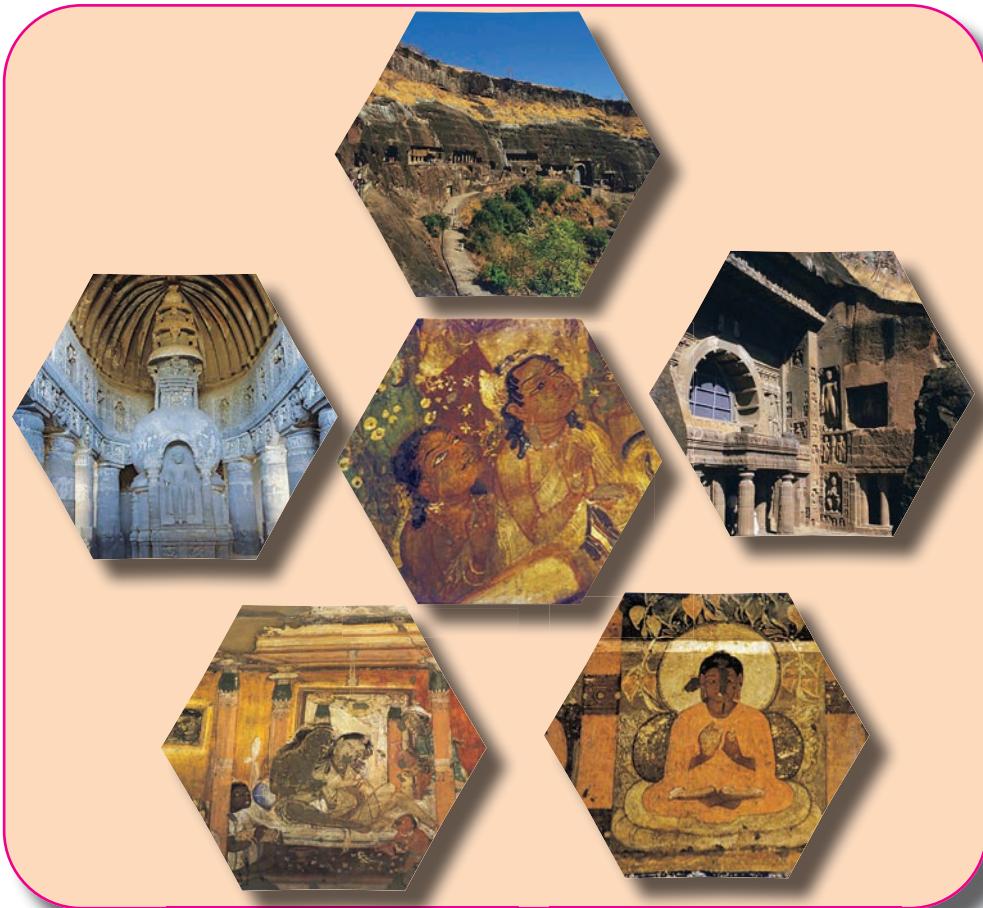


Vishnu Temple of Tigawa,  
Madhya Pradesh



Nachna Kutara Parvati Temple,  
Panna, Madhya Pradesh

Some of the world famous paintings of the Ajanta Caves (Maharashtra) belong to the Gupta period. These paintings depict royal life, royal court and celestial beings. Scenes from the *Ramayana* and the *Mahabharata* also became themes of these paintings. Natural colours were used to paint these pictures that have survived several centuries and still remain graceful.



Prepare and present a digital edition of the pictures of the temples and caves of the Gupta period.

Sanskrit literature received royal patronage during the Gupta period. Sanskrit was the language of administration. Even the Buddhists who had been using common languages like Pali started writing in Sanskrit. The *Ramayana*, the *Mahabharata* and most of the *Puranas* were codified in written Language (oral to written) and converted into the present textual form during this period.

Dramas, poems, Grammar, and Lexicon were composed during this period in Sanskrit. The given table shows some of the major texts of the period.

Name of the Text	Author	Genre of Literature
<i>Abhijnana Sakunthala</i>	Kalidasa	Drama
<i>Kumarasambhava</i>	Kalidasa	Poem
<i>Mriccha Katika</i>	Sudraka	Drama
<i>Swapnavasavadattha</i>	Bhasa	Drama
<i>Thrikandi</i>	Bhartrhari	Grammar
<i>Amarakosam</i>	Amarasimha	Lexicon

Although Sanskrit dramas are world renowned, when they were staged, only the so called upper caste male characters spoke in Sanskrit. Women characters including the queen, and male characters belonging to castes considered lower used only Prakrit language.

The Six Systems of Philosophy which laid the foundation for the Indian philosophical thought also were formulated during this period. They took shape through mutual debates. Let us familiarise these philosophies and their proponents.

Philosophy	Exponent
<i>Samkhya</i>	Kapila
<i>Yoga</i>	Patanjali
<i>Nyaya</i>	Gauthama
<i>Vaisheshika</i>	Kanada
<i>Vedanta</i>	Badarayana
<i>Mimamsa</i>	Jaimini

## Science

Books on science also were written during the Gupta period. Most of the works were on Astronomy, Mathematics, and Medical Science. Notable works of the period were *Brihatsamhita* of Varahamihira, *Aryabhatiya* of Arya Bhata and *Amarakosa* of Amarasimha.

### Metallurgy

The iron pillar built in 4<sup>th</sup> century CE, and situated at Mehrauli near Delhi is an excellent example for the technological skills achieved in metallurgy during that period. Weathering the rains and heat for several centuries, this iron pillar shows no sign of rusting.



Evaluate the contributions made to the field of science during the Gupta period.

## South India

We have discussed the granting of land to Brahmins by the Gupta rulers. The practice of land grants spread to South India by the 6<sup>th</sup> century CE. This was due to the migration of Brahmins from North India to South India. The Pallavas and the Pandiyas were the important dynasties of South India during the period. They granted lands to Brahmins and temples. As a result, the Brahmins attained high status in the South Indian society and economy. Granting of land to the Brahmins led to the development of agriculture in this area. As we have seen earlier, the Brahmins' knowledge of agricultural technology and climate helped the expansion of agriculture. Kings and local administrative bodies encouraged agriculture by building reservoirs and maintaining irrigation facilities.

There was agricultural progress in the Pallava Kingdom due to the activities of the temples controlled by the Brahmins. Surplus production in agriculture led to the progress of trade. Maritime trade flourished along with internal trade. Mahabalipuram was a busy port under the Pallavas. Nagapattanam was another port of trade. Merchant guilds were a feature of the Pandyan trade. The merchant guilds which were known as 'Srenis' in North India came to be called as 'Vanika' communities in South India. Each guild specialised in the trade of a particular product.

'Nagarattars' were traders. Pepper, sandal, gold, and pearls were the chief items of export from the Pandyan Kingdom. The Pandyas traded with the Roman, Greek, Chinese and Arab merchants through the ports Korkai, Kayal Pattanam and Periya Pattanam. Expansion of agriculture, growth of trade, and a variety of crafts became the sources of revenue to the Pallava and Pandya Kingdoms. Land tax was the chief source of income. People had to pay  $\frac{1}{10}$  to  $\frac{1}{6}$  of the produce as land tax. Those engaged in different crafts had to pay taxes. At the same time, the *Brahmadeya* land granted to temples and the *Agraharas* (Brahmin villages) were exempted from land tax.

### *Brahmaswam or Brahmadeya*

Land granted to a group of Brahmins was called *Brahmadeya*.



### *Agrahara*

Brahmin villages were called *agraharas*



### *Devaswam or Devadanam*

Land gifted to the Deity or the Temple came to be called *Devadanam*. This land was administered by the temple trustees.



Discuss the economic changes brought about by the spread of the land grant system to South India.

Now, let us discuss the social and cultural life of South India.

The Pallava-Pandya societies were based on the caste system. The Brahmins who received large extents of land as *Brahmadeya* were wealthy and they had a dominant status in society.

Those who were considered as low castes suffered many hardships. There were also sections outside the varna system.

There was village autonomy in the Pallava and Pandya kingdoms. Village courts also existed. Education, justice, etc. were administered and disputes were discussed and settled through collective opinion. The Kings did not interfere in such matters. Neither did they interfere in the customs, practices of worship or caste rules.

Jainism and Buddhism which we studied earlier were flourishing in South India before the Pallava period. But these religions declined with the increased power of the Brahmins. Both Pallavas and Pandyas built Saiva- Vaishnava temples and encouraged the Bhakti movement.

Ideas of Brahmanical religion and Bhakti were reflected well in the South Indian literary works of that period. Pallavas encouraged Sanskrit literature. The Pallava king Mahendravarman I was a Sanskrit scholar. *Matthavilasa Prahasana* was written by him.

Temples of South India had a considerable influence on the life of the people at that time. Temples were the chief works of art of that period. Important temples of the period are situated in Kanchipuram, Mahabalipuram and Madurai. South Indian style of temple construction known as 'Dravidian style' evolved during the period of the Pallavas. Gradually, temple constructions developed, through three phases. They are given below.

- Rock-cut temples
- Monolithic chariot temples
- Structural temples



Mamandur Cave Temple  
(Kanchipuram)



Madurai Meenakshi  
Temple



Chariot Temple at Mahabalipuram

## Dravidian Architecture

Temple building was there in India from ancient times. There were three styles of temple architecture. 'Nagara' and 'Vasara' styles were followed in North India whereas the 'Dravidian' style prevailed in South India. Huge *mandapas* was the chief characteristic of Dravidian architecture.

Pallavas were the first to prove excellence in Dravidian architecture. Temples at Mahabalipuram are the finest examples of their excellence in temple building. At the same time, the largest number of temples in the Dravidian style were built by the Cholas. Temples built by them during that period still exist in different parts of Tamil Nadu. The Meenakshi temple at Madurai and the Srirangam temple are the famous constructions of the Pandyas.

Temples built in the Dravidian style of architecture have certain specific features. They are, 'Sreekovil' or 'Garbhagriha' (Sanctum Sanctorum), 'Vimana' (the top portion of the temple building), 'Sikhara' (the top

portion of the vimana), 'Mandapa' and 'Pradakshina patha' (Path for circumambulation). Gigantic entrance gateways, tall 'gopuras', (towers), carved elephants, horses, and dragon faces in decorative styles are the characteristic features of the Dravidian style. Characters from Itihasas and Puranas have been carved on the walls of these temples with great care and extraordinary skill.



### Mahabalipuram

The most notable temples and stone-carved figures of this period can be seen at Mahabalipuram in Tamil Nadu. This place, also known as Mamallapuram, is situated on the shores of the Bay of Bengal. The five monolithic Ratha Temples representing the five Pandavas and Draupati, the Shore Temple built on the sea shore are the finest examples of Pallava architecture. The rock carved figures called 'Arjuna's Penance' and 'Mahishasura Mardana' are other examples of Pallava art. UNESCO has declared Mahabalipuram as a heritage city.



Shore Temple

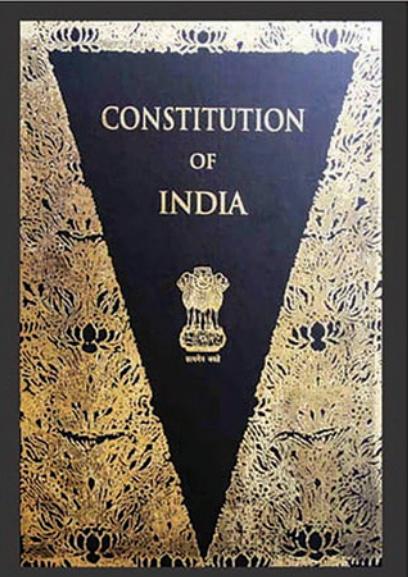


### Extended Activities

- Organise a seminar on 'Land Grants and their consequences during the Gupta Rule'.
- Prepare an album, collecting pictures of temples built in various styles.
- Make a digital presentation on the achievements in science and technology during the Gupta period.

# 4

# DISTRIBUTION OF POWER IN INDIAN CONSTITUTION



*"Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.*

*A moment comes, which comes but rarely in history, when we step out from the old to new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment, we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity."*

The above is an excerpt from our first Prime Minister, Jawaharlal Nehru's address to the nation on the eve of India's Independence.

Nehru appeals to the Constituent Assembly to shake off the evils of foreign rule and lead the country to a hopeful and responsible path. India's independence on 15 August 1947 entrusted a huge and important responsibility to our Constituent Assembly. People were subjected to discriminatory, undemocratic and unjust measures under the British rule. The caste system along with a multitude of other social evils, and human rights violations that existed in the Indian society at that time was beyond the imagination of the modern society. After independence, our national movement and people had the idea of creating a democratic government and a welfare system that would address all these problems.

Democratic governance and the construction of a welfare state were the two most important promises given to the people by independent India. The first step in this direction was the formation of the Constituent Assembly and the Objective Resolution presented by Nehru.

### **From Objective Resolution to the Constitution**

#### **Objective Resolution**

- The Constituent Assembly declares its solemn determination to make India an independent sovereign republic and to frame a constitution for it.
- The independent sovereign India would be a union of former British Indian territories, Indian states and other parts outside British India willing to become a part of the Indian Union.
- The territories forming the Union of India will be autonomous units. In addition, they are vested with all powers and duties not vested in the Central Government.
- All the powers of an independent sovereign India will emanate from the people.
- Social, economic and political justice, equality of status, equality of opportunity and equality before the law, as well as fundamental freedom of speech, expression, belief, worship, profession, association and assembly, subject to law and public morality, shall be ensured and protected for all the people of India.

Given above are some of the ideas from the Objective Resolution presented by Jawaharlal Nehru in the Constituent Assembly on 13 December, 1946. The key ideals put forward by the National movement are included in the Objective Resolution.



Which ideas put forward by the National Movement were included in the Objective Resolution?

- Equality of opportunity
- 
- 
- 

## **THE CONSTITUTION OF INDIA**

### **PREAMBLE**

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a **[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the **[unity and integrity of the Nation]**:

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



Identify the ideas presented in the Objective Resolution that were included in the Preamble of the Constitution of India and compare them.

- Sovereignty to people
- 
- 
- 

Isn't it clear that the various ideas of the Objective Resolution are included in the Preamble of our Constitution? Let us examine how adequate the provisions of the Constitution are to realize the ideals, visions and objectives and the like mentioned in the Preamble.

## Features of the Constitution

The Constitution of India was drafted by the Drafting Committee of the Constituent Assembly constituted on 6<sup>th</sup> December 1946 on the recommendation of the Cabinet Mission, which lasted for 2 years, 11 months and 17 days from 9 December 1946. The Constitution of India, adopted on 26 November 1949, had 395 articles and 8 schedules in 22 parts. The Constitution of India that came into force on 26 January 1950 continues to be a living document, incorporating changes from time to time.

Many of the ideas upheld by the Indian Nationalist Movement and mentioned in the Objective Resolution have become a part of the Constitution. Let us know the features of the Constitution which was prepared after detailed studies and discussions.

The largest written Constitution

A comprehensive and extensive document containing about one and a half million words. Detailed content considering the diversity and vastness of the country.

Parliamentary Democracy

Members of the executive are drawn from the legislature, and the legislature controls the executive.

Rigid and Flexible Structure

To amend certain provisions, special procedures shall be followed. But some others can be amended in the ordinary legislative manner.

Fundamental Rights and Fundamental Duties

- Fundamental Rights guaranteed by the state to every individual.
- Responsibilities of citizens towards the state and the society.

Directive Principles of State Policy

The directions given to the state for the socio-economic development of the nation.

Bicameral Legislature

Lower House (Lok Sabha) which represents the whole people and Upper House (Rajya Sabha) which represents the states for a second thought in legislation

Federalism with a strong Central Government

Division of powers between the centre and the states. However, the Constitution enshrines some special powers that give the centre an upper hand

An Independent and Impartial Judiciary

Judiciary system free from the control of the legislature and the executive

Independent Constitutional Institutions

Independent constitutional institutions to make the democratic system broad and meaningful



How many parts and schedules are there in the constitution at present? Find out.

## Indian Federalism

*Note the relevant parts of the seminar paper presented in the class on the features of the Constitution of India.*

*Federal system helps in maintaining the diversity and unity of our country equally. Also, such a governance is useful in effectively countering separatist tendencies by ensuring regional representation. It is possible through federalism to achieve economic progress and ensure the welfare of all sections by integrating various levels of government. This system of government where power is shared between the centre and the states makes the concept of democracy more meaningful...*

Find and list the reasons why India adopted the federal system based on the above seminar paper.

- To strengthen democracy through power sharing between the Centre and the States.
- 
- 
- 
- 
- 

Federalism is a system of administration in which power is divided between two levels of government on the basis of the Constitution. It is an administrative arrangement in which the central government

and the state governments share power. The basic features of federalism are considered to be a Written and Rigid Constitution, Division of Powers, and an Independent Judiciary.

## Part I

### Union and Its Territory

1. Name and Territory of the Union 1. -(1) India that is Bharat, shall be a Union of States.
- 1[(2) The States and their territories shall be those specified in the First Schedule.]
- (3) Territories of India shall comprise
  - (a) territories of the States;
  - <sup>2</sup>[(b) the Union Territories specified in the First Schedule; and,
  - (c) such other territories as may be acquired.

You have read the Article I of the Constitution of India. According to this, India i.e. Bharat shall be a union of states. But nowhere in the Constitution does it mention that India is a federal state. We have adopted the federal system to accommodate the social, regional and geographical diversity of India and to preserve the unity and integrity of the country.

Some of the features of Indian federalism are given below.



India's federal structure is another salient feature which reflects the democratic commitment upheld by the Constitution of India. The Constitution of India has adopted an approach of dividing the powers of the nation between the Central Government and the State Governments rather than concentrating them at one level only. Let us examine the Seventh Schedule of the Constitution which mentions the division of powers.

### Division of Powers in the Seventh Schedule

**Union List** - This is a list of subjects over which the Union Government has exclusive law-making powers. When the constitution came into force, there were 97 subjects.

Example - Foreign Affairs, Defence, Railways, Banking, Citizenship, etc.

**State List** - This is a list of subjects over which State governments have legislative powers in normal circumstances. Initially, it had 66 subjects.

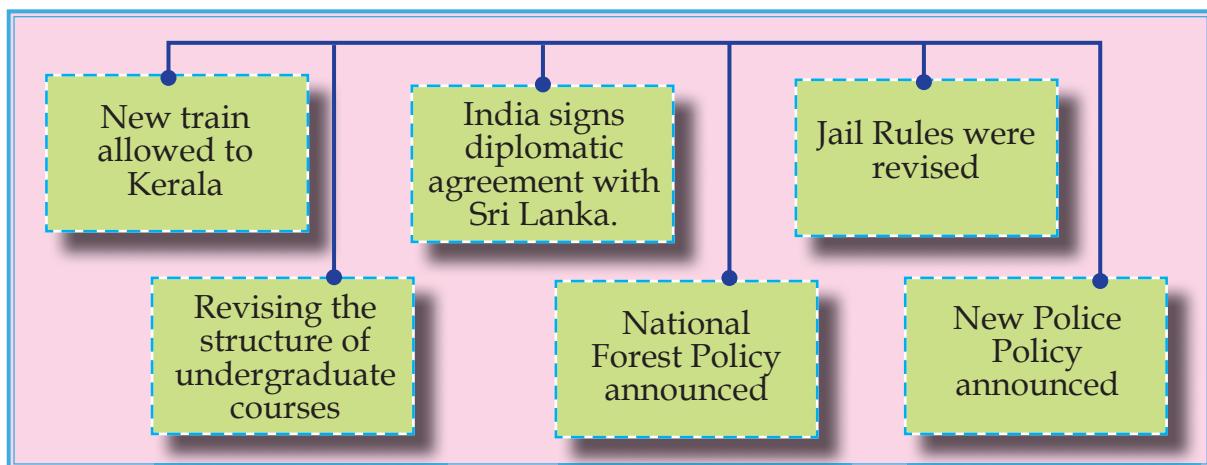
Example - Agriculture, Jails, Police, Local Government, etc.

**Concurrent List** - This is a list of subjects over which both the Central and the State Governments have legislative powers. Initially, it had 47 subjects.

Example - Education, Forestry, Trade Unions, Marriage, Birth and Death Registration, etc.

**Residuary Powers** - Subjects which are not included in the above three lists are called Residuary powers. The legislative power over these items are vested in the Central Government.

Example - Cyber Laws.



Have you noticed the news headlines given above? Note which list these topics belong to.

Union List	State list	Concurrent list

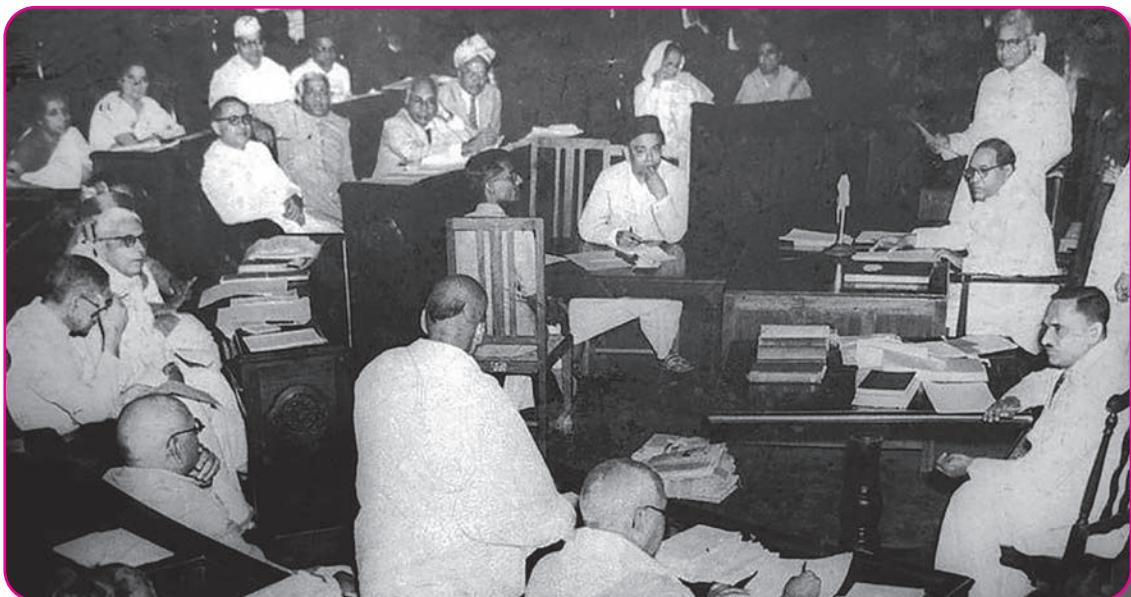


How has Indian federalism influenced democracy? Organise a debate on the influence of Indian Federalism on our democracy.

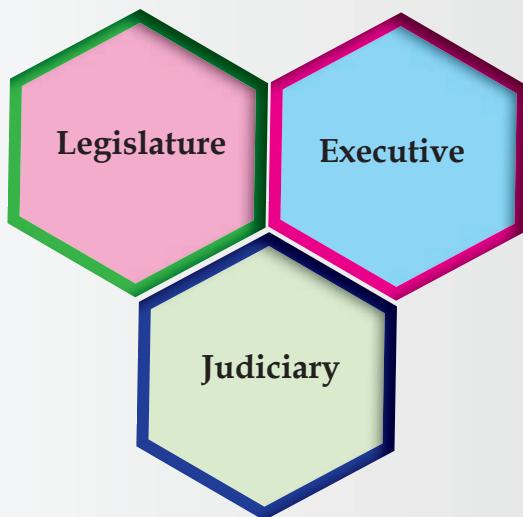
## Separation of Powers

"Constitution is a fundamental document. It defines the position and powers of the three branches of government – the Executive, the Judiciary and the Legislature. The purpose of the Constitution is not only to create the institutions of government, but also to limit their powers. If no limitation is placed on the power of the constituents, there will be total tyranny and total oppression."

Dr. B. R. Ambedkar: From his speech in the Constitution Drafting Committee



## Separation of Powers



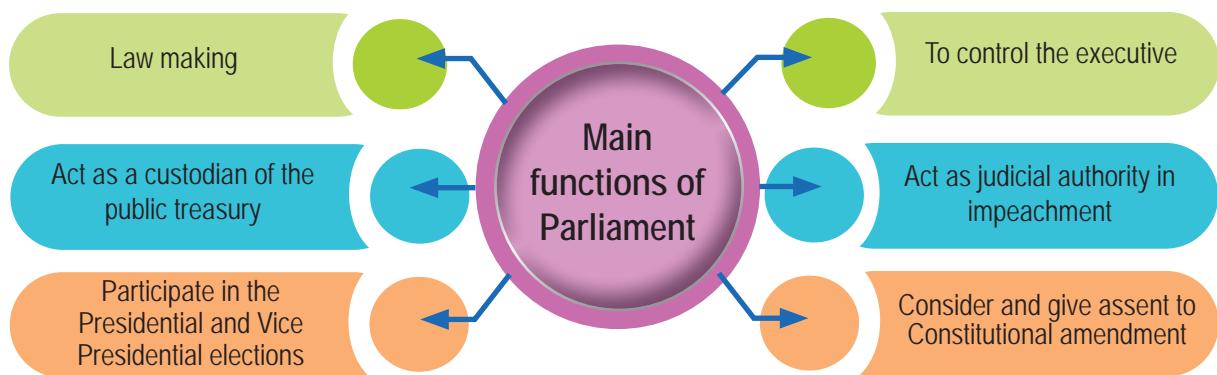
Have you noticed Dr. B.R. Ambedkar's observation about the separation of powers stipulated in our Constitution? The Constitution has taken care to prevent the concentration of power in any one of these – Legislature, Executive, Judiciary, also to prevent democracy from being overtaken by dictatorship. The parliamentary form of administration and federal structure are derived through these discussions.

Now, let us examine how the structure, powers and responsibilities of the legislature, the executive and the judiciary are divided as per the Constitution.

### Legislature

The legislative body of India is called Parliament. The primary responsibility of the Parliament is to make laws for the country. Legislation is made to anticipate the various aspirations of the people, to meet the changes over time and to achieve new goals. The Parliament of India is a bicameral legislature consisting of two houses namely, the Lok Sabha and the Rajya Sabha. Countries of a larger size and diversity usually have bicameral legislatures. It is helpful in representing the diversity (people and regions) of the country. In addition, bicameral legislatures play an important role in enabling democratic discussions and debates. State legislatures are responsible to make laws in the states.

Let us familiarise with the functions of the Legislature



You have familiarised with the main functions of the Parliament. Haven't you? Let us examine the main features of the two Houses of Parliament – the Lok Sabha and the Rajya Sabha.

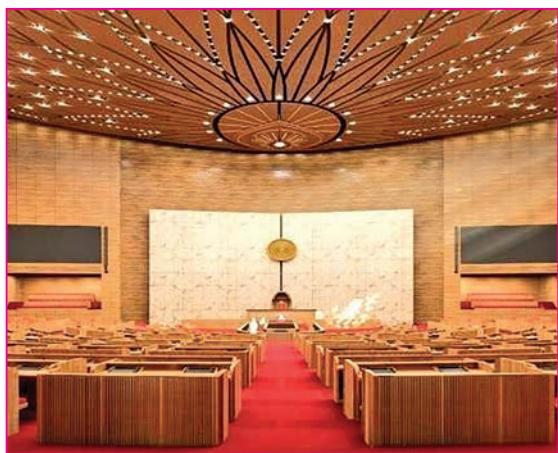
### **Lok Sabha**

The Lok Sabha is the lower house of the Parliament. Members of the Lok Sabha are elected directly by the people on a majority system. Indian citizens who have completed 25 years of age are eligible to contest in Lok Sabha elections. The term of the Lok Sabha is five years. The maximum strength of the Lok Sabha is 550. But at present there are 543 (2023) members in the Lok Sabha. The formation and existence of governments is possible on the basis of the majority in the Lok Sabha. When a party or coalition fails to form a government or the ruling party or its coalition loses its majority, the country goes to a general election. The Lok Sabha is chaired by the speaker. It has more powers than the Rajya Sabha on financial matters. The Money Bills and No-confidence Motion are presented in the Lok Sabha.



### **Rajya Sabha**

The Rajya Sabha is the upper house of the Parliament. It is a house in which representation is given to the states in proportion to their population. Members of the Rajya Sabha are elected by elected members of State Legislative Assemblies. Indian citizens who have completed 30 years of age are eligible to contest in



Rajya Sabha. Rajya Sabha is a permanent house. The term of office of its members is six years. One-third of its members retire every two years and elections are held to fill those vacancies. Rajya Sabha is chaired by the Vice President. The maximum strength of the Rajya Sabha is 250. Of these, 238 are elected and the remaining 12 are nominated by the President. It is from the Rajya Sabha, the proceedings to remove the Vice President begins. The Rajya Sabha is vested with the power to mandate the Parliament to create new All India Service.

Didn't you understand the features of Lok Sabha and Rajya Sabha? Complete the table below.

Lok Sabha	Rajya Sabha
Lower House	Upper House



How many Lok Sabha constituencies are there in Kerala? Find out their names.

### Legislation in India

The power to make laws in India is vested in the Parliament. There are several procedures as mandated by the constitution and formed in due course as well, in the legislative process. Law making is not just a technical process, but also a political process. The laws are the government's response to public opinion from various corners of the society. Legislation is often enacted as part of political parties' fulfilment of election promises and to facilitate the process of administration. When the Cabinet gives approval for legislation, the draft of the law i.e., the Bill is prepared by the officials under the supervision and instructions of the ministry concerned.

There are various types of bills in a legislative system. Bill presented by the ministers is called Government Bill, while a bill introduced by a member of parliament who is not a minister is called a Private Bill. Besides, bills specifically pertaining to the collection of funds for the public exchequer and to meet public expenditure are called Money Bills. Money Bill is initially presented in the Lok Sabha.

Bills other than Money Bills are called Non-Money Bills. Constitutional Amendment Bills and Ordinary Bills fall under the category of Non-Money Bills.

Let us familiarise with the different stages through which a bill becomes a law.

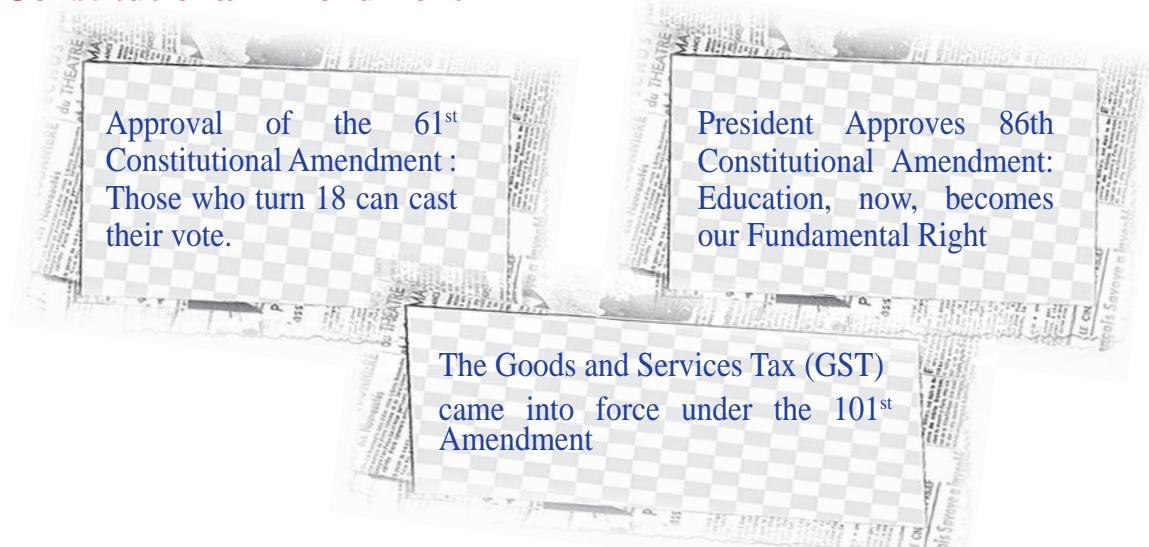
**First Reading** - Any bill other than a Money Bill is presented in either house by a Minister or a Private Member.

**Second Reading** - At this stage, the bill is either sent to a committee for examination or debated within the house itself. Changes or amendments can be accepted during this stage.

**Third Reading** - At this stage, the house approves or rejects the bill.

Once the bill completes all stages in the house where it was initially introduced, the same process is being repeated in the second house. If both the houses agree on the final version of the bill, it is then submitted to the President for assent. Once the President gives his/her assent, the bill officially becomes the law.

## Constitutional Amendment





Read the news headlines above. Discuss the need for constitutional amendment.

A constitutional amendment is the making of corrections, omissions or additions to the Constitution. Amendment process is helpful in altering the Constitution from time to time considering the socio-political needs. The power to amend the Constitution of India is vested with the Parliament. Article 368 empowers the Parliament to amend the Constitution. The amendment bill does not require the prior assent of the President. For the constitutional amendment bill to become the law, the approval of both houses of the Parliament is essential. There is no such procedure as a joint sitting of the two houses to resolve disputes over the constitutional amendment bill. The Judiciary has the power to nullify any constitutional amendment law if it is found to be contrary to the words or meaning of the Constitution.

Let's get acquainted with the various methods of amendment prescribed by the Constitution of India.

### Methods of Amendment

#### Flexible Amendment

Certain provisions of the Constitution of India can be amended by the Parliament with simple majority through the procedures similar to ordinary legislation. Eg., name of the states, boundaries, citizenship, etc.

#### Rigid Amendment

A special majority of both the houses of the Parliament is required to make amendments in certain important provisions.  
Eg., Fundamental Rights, Directive Principles, etc.

#### More Rigid Amendment

Some very crucial provisions can be amended only with the special majority of both houses of the Parliament along with the approval of not less than half of the states. Examples are division of powers between Centre and State, Representation of the Peoples Act, etc.

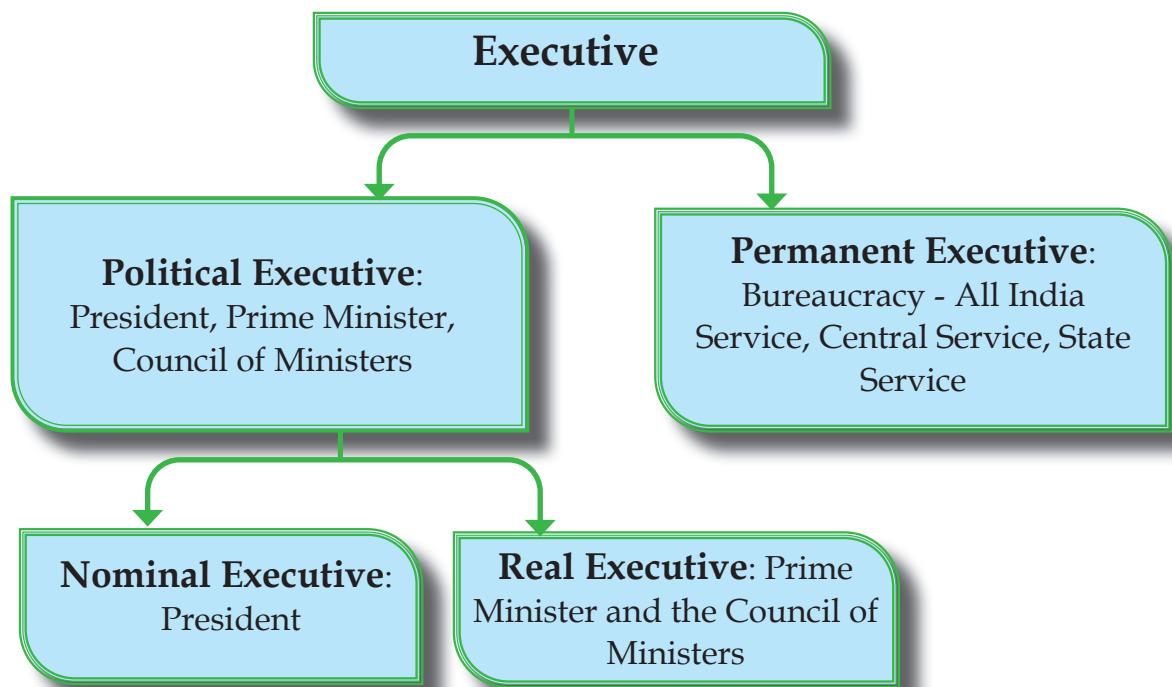
We are familiar with the three types of amendments to the Constitution of India. Now, complete the following list.

Subjects	Method of Amendment
Renaming of the states	
86 <sup>th</sup> Constitutional Amendment	
Amendment in the Concurrent List	

Our Constitution becomes a living document when it incorporates changes from time to time through amendments. We are now familiar with the legislative process in the Parliament. The Executive is responsible for implementing the laws passed by the Parliament.

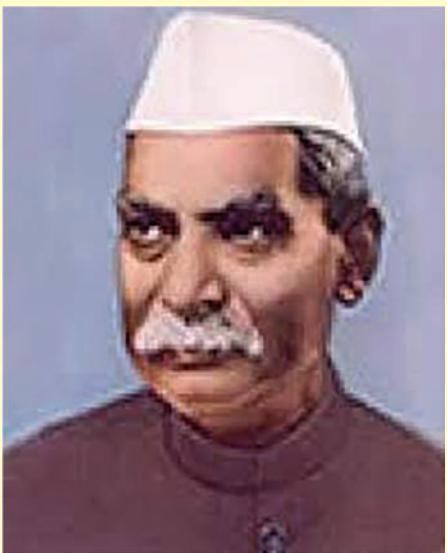
## Executive

The Executive is the branch of the government which is responsible for the implementation and administration of laws and policies. It consists of the President, the Vice President and the Cabinet headed by the Prime Minister. Although, the powers of the executive are vested with the President under the provisions of the Constitution, it is exercised by the Council of Ministers headed by the Prime Minister.



Have a look at the flow chart given above. Let's get to know each of them.

## Political Executive



Dr. Rajendra Prasad  
(First President of India)

The Political Executive consists of the President, the Vice President, and the Council of Ministers headed by the Prime Minister. Constitutionally the President is the head of the executive. But the President has to act in accordance with the advice given by the Council of Ministers headed by the Prime Minister. At the same time, there are situations in which the President acts as per his/her discretion.

### President

The President is the executive head of the State. An Indian citizen who has completed thirty-five years of age can contest in the Presidential election. The President is elected by an Electoral College, which consists of the elected members of both Houses of the

Parliament and State Legislative Assemblies only. The term of office of the President is five years. The functions of the President include – summon the Parliament, dissolve the Lok Sabha, appoint the Prime Minister and Council of Ministers, judges of the Supreme Court and High Courts, State Governors, declaration of emergency, etc. The President also acts as the Commander-in-Chief of the defence forces. The President submits his/her resignation to the Vice President. In the absence of the President, the Vice President performs all the duties of the President.

### Prime Minister

Prime Minister, the administrative head of the country, is also the leader of the party and its alliance with a majority in the Lok Sabha, and the nation. It is the Prime Minister who forms the Council of Ministers and decides the members of his/her Cabinet. The Prime Minister has the power to change the portfolios of ministers and to include or remove members from the Council of Ministers. The Prime Minister acts as the link between the

President, the Cabinet and the Parliament. If the Prime Minister loses his/her majority in the Lok Sabha before the term of five-years, he/she must submit resignation to the President.

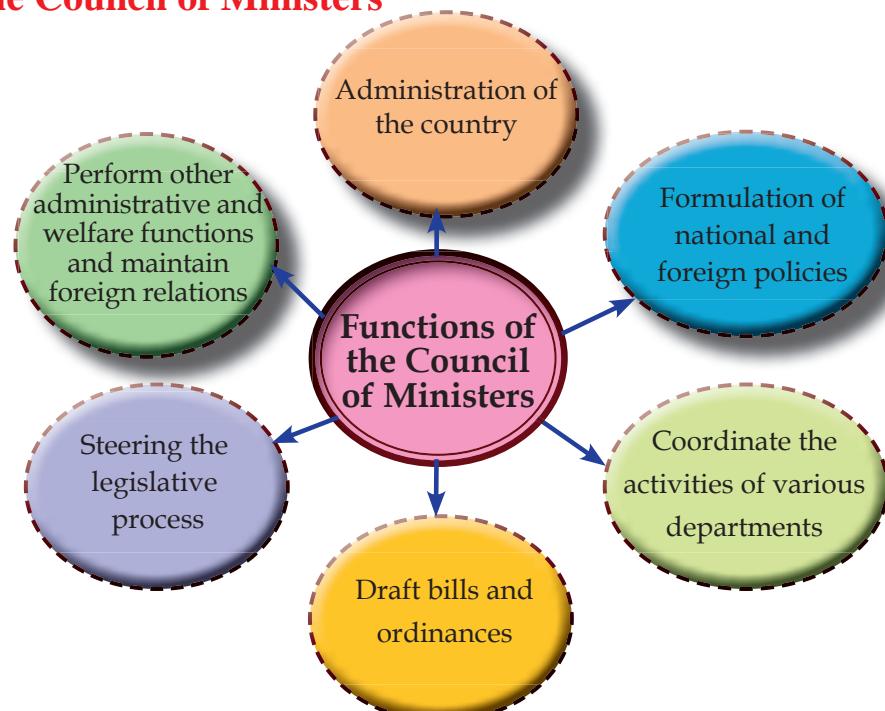


Read the given statements and put (✓) against the true ones and (✗) the false ones.

- The head of the Executive is the Prime Minister.
- The President has discretionary powers.
- The head of the cabinet is the Prime Minister.
- The Prime Minister is the Commander-in-Chief of the Defence Forces.
- Governors are appointed by the President.
- The President submits his resignation to the Prime Minister.
- The Prime Minister is appointed by the Governor.

The Council of Ministers helps the President in the exercise of his/her functions. The Prime Minister is the head of the Council of Ministers. Let's check the main duties of the Council of Ministers.

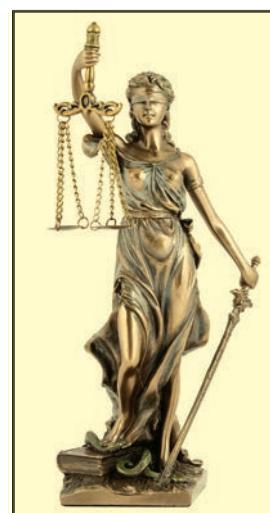
### Functions of the Council of Ministers



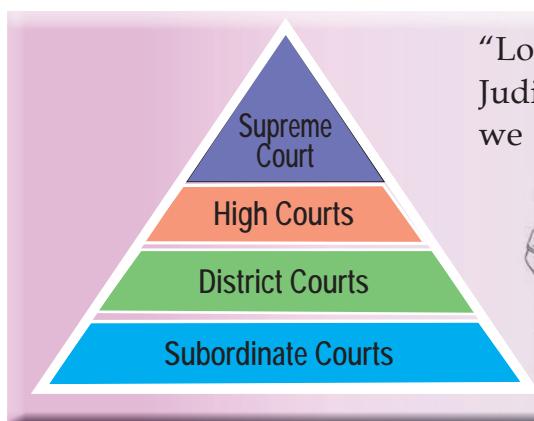
## Permanent Executive

The bureaucracy carries out the day-to-day operations of the government and assists the political executive in formulating bills including the budget. They are a skilled and accomplished category who are selected through competitive examinations and trained on the basis of merit. They are termed as permanent executive as they have a tenure upto a fixed age of retirement.

## Judiciary



The Judiciary is the mechanism that ensures the functions of legislative and executive, in accordance with the Constitution. Along with protecting the rights of the citizens, it protects the constitutional values. Therefore, the Judiciary is known as the Protector of the Constitution. An independent and impartial judiciary is essential for an efficient democratic system.



“Look, Ammu ... India has a single integrated Judicial system led by the Supreme Court. As we go up in our pyramidal judicial system, the number of courts decreases and the powers increase. As we go down, the number of courts increases and the powers decrease.”



## Supreme Court

The Supreme Court, came into existence on 28 January 1950. Its headquarters is at New Delhi. The retirement age of Supreme Court judges is 65 years. The Parliament has the power to remove Judges of Supreme Court before completing his/her term. It is before the President that the Chief Justice and other judges take oath as well as submit their resignation. The Supreme Court acts as the supreme interpreter of the Constitution and the guardian of fundamental rights, while providing solutions to various legal disputes.

## Powers of the Supreme Court

- **Original Jurisdiction:** Certain matters which can be resolved only by the Supreme Court come within the ambit of this jurisdiction.  
E.g., Centre-State Disputes.
- **Appellate Jurisdiction:** The Supreme Court is the highest appellate court. Therefore, it has the jurisdiction to entertain appeals against the judgement of any lower court in the country.
- **Advisory Jurisdiction:** The Supreme Court has a constitutional obligation to give legal advice on any matter demanded by the President.
- **Writ Jurisdiction:** The Supreme Court has the powers to issue special orders in the form of writs for the protection of fundamental rights when they are violated.
- **Judicial Review:** Judiciary is the most powerful force in carrying out its role as the guardian of the Constitution with its judicial review.



### Judicial Review

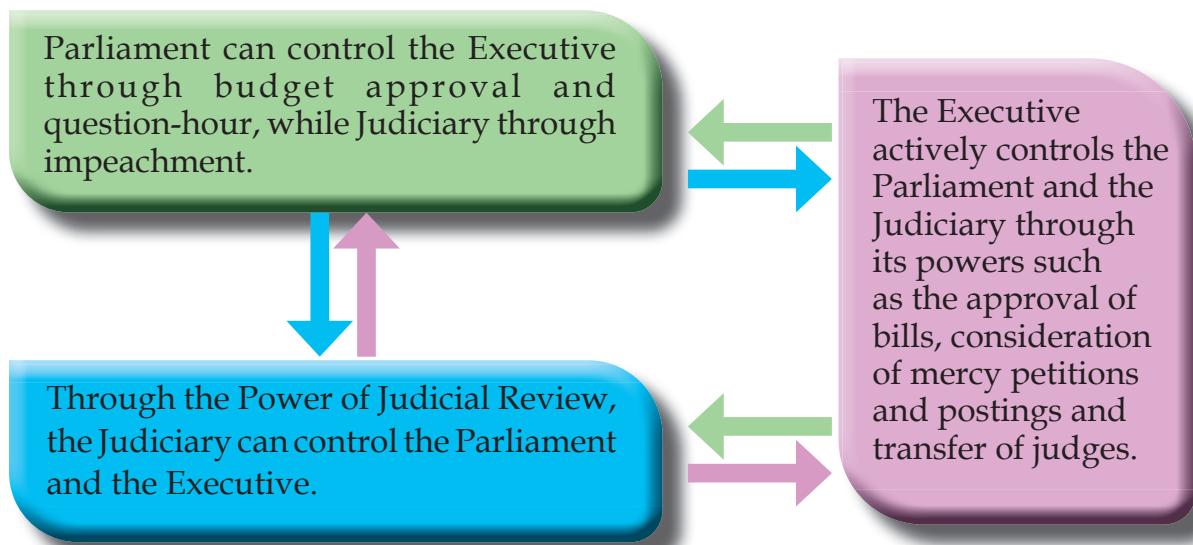
Judicial Review is the power of the Supreme Court to examine the constitutionality of any law made in the Parliament or the orders passed by the executive. If the court arrives at the conclusion that the law is inconsistent with the provisions of the Constitution, such a law is declared as unconstitutional and inapplicable.

## Checks and Balances

Constitutionally, the powers of the government are divided into three branches: Legislative, Executive and Judicial. However,

our Constitution has taken care to ensure a reasonable mutual control, co-ordination and balance in the exercise of powers among them.

Observe the diagram given below.



The Constitution of India enshrines the democratic system and its values in the ideals of nationhood. The powers of the government is divided among the three branches to avoid centralisation of power, prevent autocratic tendencies and to maintain democracy. Through the branches of government, our nation is implementing efforts to systematise ideas and aspirations of the freedom struggle and the values and visions set forth by the Constitution.



### Extended Activities

- Organise a seminar on the salient features of Indian Federalism.
- With the help of the library, find out the subjects that are currently included in each of the three lists of the Constitution.
- Organise a model parliament in the class covering the various stages of the legislative process.
- Conduct an interview with a legal expert focusing on the powers of the Supreme Court.

# 5

# DEMOGRAPHIC TRENDS IN INDIA



Overpopulation in India:  
Population versus food  
security.

Most populous country:  
Will India be happy? or  
nervous?

Population in India: Millions  
migrate to big cities due to  
insufficient job opportunities.

Population explosion in India  
faces increasing poverty and  
malnutrition.

Population explosion has  
created far reaching crisis in  
the health sector and quality  
of life.

Population in India: An  
alarming issue.

You have read the news headlines. They all indicate the population growth of India. What problems arise when the population increases?

- Poverty
- Unemployment
- Starvation
- 

Population is the total number of people residing in an area during a given period of time. The news headlines indicate how the country's socio-economic progress is affected when the population increases. If this is the case, will our country be able to achieve sustainable development? Shouldn't the population be controlled in proportion to available resources on earth?



### United Nations Population Fund (UNFPA)

The United Nations Population Fund is an international agency under the United Nations. Its main objective is to provide access to quality reproductive health services, voluntary family planning, maternal health care, geriatric care and comprehensive sexuality education to all individuals thereby enabling population development.

According to the United Nations Population Fund (UNFPA) report of 2023, the world population is 804.5 crore and India's population is 142.86 crore.

The social development index of a country or region is determined by its population data (birth rate, death rate, infant mortality rate, age structure, etc.). For that, we need to understand the different population trends and population structure.

Demography is the branch of science that deals with the population structure such as birth and death rates, migration, and population density.

Demography analyses the diverse human resources of an area and its structural changes. Demography is a detailed method of studying how these human resources can be utilised for the development of a society.

Demography is the systematic study of population. This word is a combination of the Greek words 'demos' (people) and 'graphein' (define). It refers to the

description of the people. It studies trends and processes related to population.

Factors that influence population size are birth, death, migration, etc. The size of population of an area changes according to the measure of the above aspects. The structure and composition of the population of an area is taken into consideration on account of age structure, male-female ratio, dependent ratio, etc.

All population studies are carried out on the basis of systematic data collection of people living in an area through survey, census, etc. Most of the concepts of demography are expressed in terms of proportions and rates - for example birth rate, death rate, female-male ratio, dependency ratio and so on.

Social demography and formal demography are the two branches of demography.

Social demography investigates the structure of social demography and its causes and consequences of change. It emphasises the socio-economic and political patterns of a region.

Formal demography measures and analyses the factors of population change. Census is an example for a formal demographic study. It collects and analyses data on population size, age structure, gender ratio and the socio-economic status of the country.

Census activities in India are headed by the Registrar General and Census Commissioner of India. India has the largest census in the world. Census is usually conducted once in ten years in India.



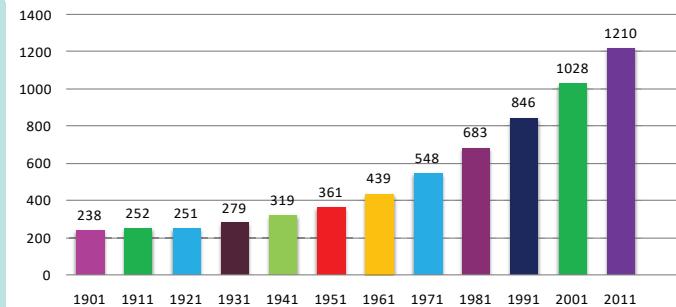
- When was the census started in India?
- When was the last census conducted in India?



## India's Population Growth

Year	Total Population (in millions)
1901	238
1911	252
1921	251
1931	279
1941	319
1951	361
1961	439
1971	548
1981	683
1991	846
2001	1028
2011	1210

### Total Population (in millions)



Prepare a note on population growth in India by observing the given table and graph.

Source: Census of India 2011 (Provisional).  
website: <http://censusindia.gov.in>



## Social Significance of Demography

Demography is the study of a heterogeneous population. It studies population dynamics and development. Analysis of population is possible when it is interwoven with social conditions. Social demography deals with the study of population structure and change, and how it interacts with sociological factors (region, religion, caste, gender, etc.). Socio demography analyses how the demographics of an area relate to various social factors in that area. Demography is thus a socialisation process.

### Social Factors:

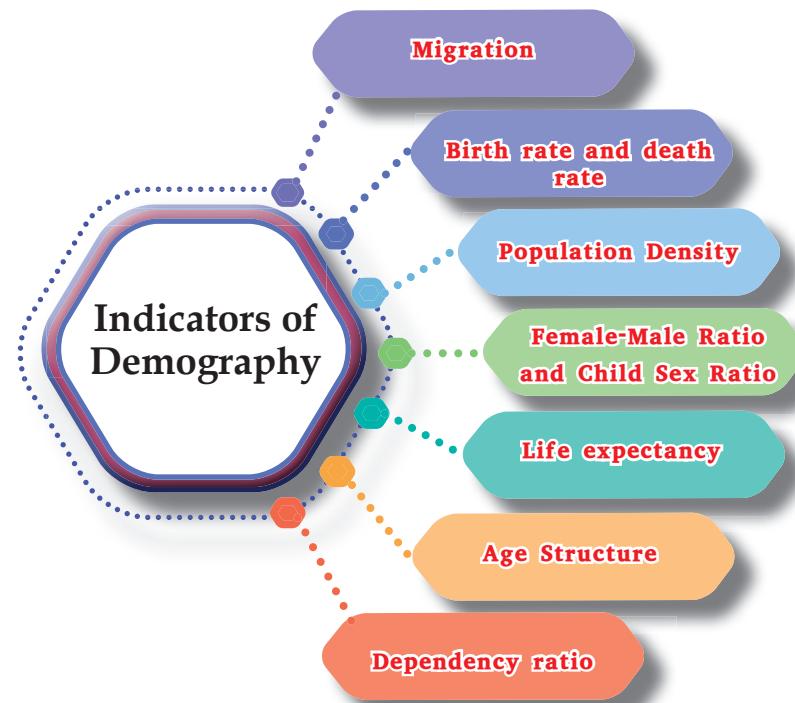
- The culture
- Flexibility
- Religion
- Social control
- Financial
- Community, etc.

### Demographic factors:

- Population size
- Age and gender status
- Population change
- Internal migration
- International migration
- Morbidity, etc.

National Statistical Office (NSO), Niti Aayog (National Institutions for Transforming India), National Institute for Population Sciences (NIPS), National Family Health Survey (NFHS), etc. are the important institutions that conduct population studies in India.

Let's get familiarised with the different indicators of demography.



## Migration

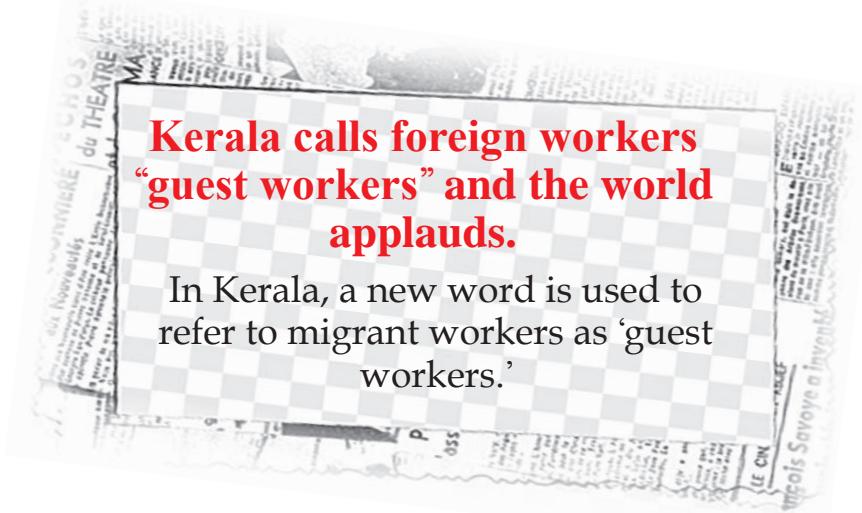
Listen to the Poem

“അനിച്ചനാട്ടുവിടക്കലെവാസ്സാമിൽ  
പണിക്കുശാക്കുന്ന പരിശൃംഗ നാശ  
കുതിച്ചു തീവണ്ടി കിതച്ചു സാവുന്നു  
തിരവടിക്കും താഴ്വാരവും സാടവും”

ആള്ളാം പണിക്കാർ (വൈലോപ്പിള്ളി ശ്രീയരമേനോൻ)

In his poem, Vailoppilly refers to the people from Kerala who went to Assam in search of work during the Second World War.

You have understood that people of Kerala went to Assam in search of employment during 1941. Currently people are coming to Kerala from Assam and other states.



You have noticed the given news report. Have you ever heard the term 'guest workers'?

Guest workers have become a part of the Kerala society today. Today, there are guest workers in every sector irrespective of urban or rural area. What might be the reasons for their migration in search of employment?

More information can be added.

- Better income
- High social status
- 
- 



### The History of migration in Kerala

The Malayalam speaking community, even before attaining a common cohesive identity based on a national consciousness, language and geography had undertaken diverse journeys intending migration and emigration. Keralites were forced to work as slaves in British colonies. In the first part of the 20th century, there were coordinated and isolated migrations to the Malabar areas from central and southern Kerala. The Malayalees travelled widely to major Indian cities like Delhi, Mumbai, Chennai, Kolkatta and this period is an example of population based mobility. After this, a large-scale exodus from Kerala to the Gulf regions happened. Malayalees have migrated for employment and permanent settlement to nations that are at the forefront of global development. It is seen that a significant number of people are leaving Kerala in search of employment and education. Currently most of the Keralites migrate to nations like Canada, the United Kingdom, the United States and New Zealand.

From the reasons given above, we can understand what migration is.

Migration is the permanent or temporary settlement of people from one region to another. There are mainly two types of migration.

### Internal Migration

Migration within a country's border is called internal migration. People of Kerala going to other states in search of employment and people from other states coming to Kerala are examples of internal migration.

### International Migration

Migration across country borders is generally called international migration. An example of international migration is the movement of people from India to Gulf countries and European countries.

Migration changes the population structure of an area.



Different types of migration are given below. Identify which migration they are and add more examples to the list.

- Malayalees working in foreign countries
- North Indian workers working in the construction sector in Kerala
- Students going abroad for higher studies.

Internal migration	International migration
•	•

### Birth Rate and Death Rate

Birth rate and death rate are important factors in estimating the population growth of an area.



## Infant mortality rate

Infant mortality rate is the number of infants who die within one year out of 1000 live births in a year.

## Maternal mortality rate

Maternal mortality rate is the number of women who die during childbirth per thousand births in a year.

A country's high infant mortality rate and maternal mortality rate are indicators of backwardness and poverty of that country.

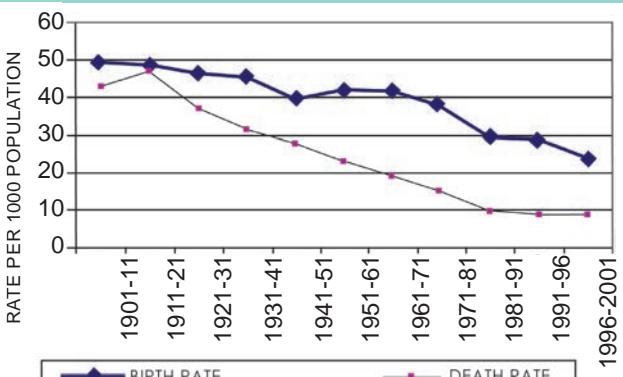
Birth rate is the number of live births per thousand of the population.

Death rate is the number of deaths per thousand of the population in a particular area at a specific time.

Population growth is calculated based on the difference between birth rate and death rate. Population growth slows down when the birth rate is low and the death rate is high. Population increases when the birth rate exceeds the death rate.



**Birth and Death Rate in India 1901-2001**



Observe the table and graph given above and find out the trends of birth rate and death rate in India. Find out the birth rate and death rate in India as per 2011 census.

Source: SRS Bulletin, Registrar General of India, 2016, National Commission on Population, Government of India.  
website: <http://populationcommission.nic.in/facts1.htm#>

The accuracy of birth and death statistics depends on reporting these to the relevant agencies. In most countries, including India, it is mandatory to register births and deaths on time.



Where do we register births and deaths in rural areas?  
Where do we register births and deaths in urban areas?



Prepare a note discussing how epidemics, famines, and climate change affect mortality rates.

Find out the birth and death rate in India and Kerala based on the 2011 census report and write it in your notebook.

## Density Population

Population density is the one that represents the major socio-economic factors of an area.

The population of an area is the total number of people residing in that area during a specific period of time. But the average population per square kilometer is called Density of Population.



Examine the 2011 Census report and identify the states with the highest population and population density, and the states with the lowest. - Prepare the chart and display it in the class.

There are noticeable regional differences in the density of population in India. According to the 2011 census, Delhi has the highest population density whereas Arunachal Pradesh has the lowest.

What are the social problems in densely populated areas? Complete the table.

- Lack of open spaces
- Pollution
- Lack of water storage
- Crowding
- 
- 





Why do some Indian states have a higher population growth and some have lower?

- Climate
- Topography
- Availability of water
- Types of soil
- 
- 

## Male-Female ratio and child sex ratio

The male-female ratio influences population growth and its consequences. The male-female ratio in population affects birth rate, death rate, migration, etc.

Sex Ratio (Sex Ratio) is the number of females per thousand males in a particular area during a specific period of time.

The child sex ratio is defined as the number of females per 1000 males in the age group 0-6 years.



### Declining Male - Female ratio, Child Sex Ratio in India 1901 -2011

Year	Male - Female ratio	Child sex ratio
1961	941	960
1971	930	964
1981	934	962
1991	927	945
2001	933	927
2011	940	914

Source: \*Census of India 2011 (Provisional) Government of India

Observe the table, discuss and make notes on the trends in Male - Female Sex Ratio and Child Sex Ratio in India. Compare the Male - Female ratio and Child Sex Ratio of Kerala.

Male-female proportion has a crucial role in male-female balance. Male-female ratio is used to predict population growth and to estimate the population size in an area.



What is the male-female ratio in India and Kerala as per the 2011 census?

What might be the social problems created by the decreasing male-female ratio?

- 
- 
- 



NITI Aayog has put forward efforts to improve the male-female ratio in India. It has been recommended to the government to focus on the following areas.

- Raise awareness about the rights of girls
- Provide better healthcare and education to girls
- Empower women and girls

## Life Expectancy

Every country strives to improve the health of its population and to reduce mortality rate. Life expectancy is an important factor in estimating the population growth of an area.

A person's life expectancy is an estimate of how long he lives on an average. Life expectancy is determined on the basis of death rate of each age group in a particular area.

Observe the given table.

State/ Union Territory	Life expectancy (male)	Life expectancy (female)
Kerala	72.3	78.0
Maharashtra	71.6	74.0
Punjab	71.1	74.7
Uttar Pradesh	65.0	66.2
Chhattisgarh	63.7	66.9
India	68.4	71.1

Courtesy : NSO, 2022

As per the 'Women and Men in India Report' by the National Statistical Office (NSO), released in the year 2022, the life expectancy of male and female in India during 2015-19, is 68.4 and 71.1 respectively. Meanwhile, life expectancy of male-female is 72.3 and 78.0 respectively in Kerala.

So many factors contribute to the high life expectancy rate in Kerala.

- High literacy rate and higher education
- Decentralised public health policy
- Cleanliness
- Food availability and public distribution



**14567**

Helpline number for the old age.

The government has been envisaging and implementing various programmes for the social welfare of the elderly. There is an increase in the number of people above 60 years in Kerala. In this context, the state government formulated the 'State Old Age Policy' in 2013 to ensure the welfare and protection of the old age people.



The Government has implemented various programmes like Pakal Veedu, Vayoraksha Project, Vayomithram Project, Amritham Project, etc. to address the problem of the old age people. Prepare a brief note on these and present it in the class.



Which day is observed as World Population Day? Prepare and display placards showing the messages of World Population Day.

## Population Age Structure

Population composition is an important indicator of the population age structure.

Age structure of population is the proportion of persons relatively in different age groups.

Age structure is affected by changes in progress and life expectancy. Population age structure is the ratio of the population to different age groups and the proportion of each group to the total population.

Age group	Age
0-14	Children
15-59	Young people
Above 60	Elderly

Source: Technical Group on Population Projections (1996 and 2006) of the National Commission on Population. <http://populationcommission.nic.in/facts1.htm>

The birth and death rates of an area have an effect on the population age structure of that area. Lack of proper health care, diseases and other factors that were prevalent in our country in the past have contributed to lower average life expectancy. Also, the age structure was influenced by high infant and maternal mortality rates. However, with the development of the country, the standard of living also improved and the life expectancy increased. The age structure ratio of the relatively older age group is higher than that of the younger age group. This age structure is called ageing population.

Given below are the figures of the age group in India as per Census 2011.



Age group of the population	Percentage of population
0 – 14 age	29
15 – 59	63
60 years and above	8

*Source: Based on data from the Technical Group on Population Projections (1996 and 2006) of the National Commission on Population.*

*Webpage for 1996 Report: <http://populationcommission.nic.in/facts1.htm>*

- Which age group has the largest population?
- Which age group has the lowest population?

The table shows that India has a high proportion of young population and a low proportion of elderly people. It can provide more workforce to the youth and generate economic growth. For this, the youth needs more emphasis on education and healthcare. At the same time, more attention has to be given to the social security and health care system for the elderly.



Conduct a discussion in your class by identifying the population age structure of India and Kerala as per the 2011 census and find out how 'old age people' affect the country and the state.

## Dependency Ratio

A country's working age population (active age structure) comprises of 15 to 64 years of age. Those who are below 15 years and above 64 years belong to the dependent category.

Dependency ratio is the criterion used to compare the dependent category of population and the working population.

Dependency in India influences the economic stability of a country to an extent. By understanding the dependency ratio, the government can clearly evaluate and formulate plans in the health care and educational system. It also helps understand those who need care and welfare, and to formulate plans accordingly.

As the dependency ratio rises, so does the number of old age population, which is one of the problems the country faces. The employable population (between the ages of 15 and 64) is forced to take up the responsibility of a large segment of the unemployed. A decrease in dependency ratio also leads to economic progress of the country. That means the number of employed people to be more than the number of the unemployed among the working age population. This is called the demographic gift or demographic dividend. This is not stable as the employed population turns to be incapable to work in due course.

### Advantages of Demographic dividend

- The socio-economic progress of the country increases
- Productivity of the country increases
- The country enjoys high human resource development

To reap the full benefits of the demographic dividend, the youth need better job opportunities. Many initiatives are available for this.



Kerala Startup Mission is the nodal agency of the government for entrepreneurship development and activities in Kerala. It started its operations in 2006 head quartered in Thiruvananthapuram to promote technology based commercial activities.



Discuss and prepare a note on what should be taken care of for India to achieve the benefits of demographic dividend.

India's population is young. That is, the majority here are young people. Human resource development is crucial for the sustainable development of the country. In this chapter we discussed population trends such as birth rates, migration, age structure, male-female ratio, dependency ratio, population growth rate, life expectancy, etc. In demographic dividend, while ensuring the benefit of the youth, the protection of the dependents should also be considered.



### National Population Policy

Even before independence, plans to control India's growing population began as part of national movements. After independence, India became the first developing country to introduce a government-sponsored family planning programme. In 1976, India's first National Population Policy came into being. After that, under Dr. M.S. Swaminathan's leadership, a new National Population Policy was drafted based on long-term achievements. Based on that, the current National Population Policy came into effect in 2000. The long-term objective of the National Population Policy 2000 is that by 2045, the population should be streamlined in such a way as to strengthen sustainable economic growth, social progress and environmental protection.

Courtesy : National Population Policy 2000 Published by Govt of India

The human resource potential of the country can achieve personal, social and economic well-being by utilising the full range of knowledge and skills of each individual. Sustainable development can only be achieved if India's population growth, available resources and environmental capacity are utilised for the needs of the present generation and managed in a manner that is beneficial to future generations.



## Extended Activities

- Visit the website [www.censusindia.gov.in](http://www.censusindia.gov.in) and gather more information related to population.
- Collect news about areas in Kerala where human resource decline is happening due to international migration, and prepare a collage.
- Visit the website of Ministry of External Affairs and collect the statistics of migration from India and prepare a chart and display it.
- You may find the female-male ratio of other states from the NSO website (<https://mospi.gov.in>)? Why is there a difference in the female-male ratio in different states? You may discuss and present it in your class?

### Discussion points

- Female foeticide
- Preferential attitude towards boys
- Inadequate healthcare
- Kerala Government is implementing many schemes for improving the male-female ratio in Kerala and for the upliftment of women and children.
  - Helping Hand
  - Hope
  - Viva Kerala

Collect the details of the above and prepare a brief note.

- Organise a seminar on population growth in Kerala. The seminar paper should be prepared considering the conceptual areas given below.
  - Population of Kerala - District with highest population
  - Population Density of Kerala - District with lowest population
  - Migration - Domestic and International
  - Birth and death rate

- Life expectancy
- Age structure
- Population, Dividends
- 
- 
- Make notes on social characteristics of demography.
- Visit the website of the Ministry of External Affairs (MoEA) and find the statistics of migration from India to other countries and display it on a chart.

## Notes

# Notes

## Notes

# Notes

# CONSTITUTION OF INDIA

## Part IV A

### FUNDAMENTAL DUTIES OF CITIZENS

#### ARTICLE 51 A

*Fundamental Duties- It shall be the duty of every citizen of India:*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

## CHILDREN'S RIGHTS

Dear Children,

Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

### Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

Contact Address:



**Kerala State Commission for Protection of Child Rights**

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: [childrights.cpcr@kerala.gov.in](mailto:childrights.cpcr@kerala.gov.in), [rte.cpcr@kerala.gov.in](mailto:rte.cpcr@kerala.gov.in)

Website : [www.kescpcr.kerala.gov.in](http://www.kescpcr.kerala.gov.in)

**Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400**

**Kerala Police Helpline - 0471 - 3243000/44000/45000**

**Online R. T. E Monitoring : [www.nireekshana.org.in](http://www.nireekshana.org.in)**